

The Technical University of Dortmund

Reflection in Novice English Teacher Development: A Future Perspective

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Zusammenfassung

Die vorliegende qualitative Forschungsstudie untersuchte die Reflexionen von vier unerfahrenen Lehrern für Englisch als Fremdsprache. Die Datenerhebungsinstrumente umfassten semi-strukturierte Interviews, ausführliche Interviews, schriftliche Tagebücher und Beobachtungen, Video- und Tonaufnahmen, Transkripte sowie andere Dokumente.

Die erste Frage der Studie analysierte Daten hinsichtlich des Konzepts der Reflexion sowie reflektierender Praktiken. Die Ergebnisse zeigen, dass die Teilnehmer keine berufliche Erfahrungen mit Reflexion als Praxis für Lehrerentwicklung und lebenslanges Lernen hatten. Sie waren jedoch in der Lage, einige der Kernmerkmale reflektierender Praktiken zu nennen. Die Reflexionen der Teilnehmer waren unstrukturiert und unbewusst. Insgesamt haben die Teilnehmer die Fähigkeit betont, auf der Grundlage ihrer persönlichen Überzeugungen, aber nicht auf der von Bildungstheorien zu reflektieren. Sie lernten einige Aspekte der Reflexion aus der Praxis. Nichtsdestotrotz berichteten alle Teilnehmer von einem Mangel an Möglichkeiten für Reflexion.

Mit der zweiten Frage wurden die drei Reflexionsebenen in den folgenden drei Hauptelementen des Unterrichts erforscht: die Ziele, die Unterrichtstätigkeit, und die Bewertung. Die Ergebnisse dieser Frage zeigen, dass die Vor- und Nachgespräche die ersten beiden Gelegenheiten zur Reflexion in der Praxis waren. Die folgende Diskussion war ein Kontext für geleitete Reflexion. Neben der Tatsache, dass sie einen schriftlichen Kontext zur Reflexion boten, etablierten die Response-Tagebücher eine Gelegenheit, über Aspekte zu reflektieren, die in der Diskussion nicht vollständig behandelt wurden. Reflexionstagebücher erwiesen sich als eine unabhängige Erfahrung, bei der die Teilnehmer selbstständig auf Fragen des Forschers reagierten. Die Teilnehmer reflektierten somit über verschiedene Aktivitäten in unterschiedlichen Kontexten. Folglich wurde das Reflexionsniveau durch den Kontext der Reflexionsaufgaben beeinflusst.

Die dritte Frage erforschte die drei Arten von Wissen (Inhaltswissen, pädagogisches Wissen, und pädagogisches Inhaltswissen), die während der Reflexionen über die drei Hauptelemente (die Ziele, die Unterrichtsaktivitäten, und die Bewertung) des Unterrichts zum Einsatz kamen. Die Ergebnisse dieser Frage zeigen, dass die Reflexionen der Teilnehmer individuell auf das Klassenmanagement, Disziplin, Lernen, individuelle Unterschiede, die Herausforderungen der Integration der vier Fertigkeiten/Kompetenzen, die Schülermotivation, und das Unterrichtsdesign ausgerichtet waren. Unter Berücksichtigung der theoretischen Hintergründe, die die Teilnehmer während ihrer Reflexion erwähnt haben, wurde weder auf Theorien und Methoden in Englisch als Fremdsprache noch auf Theorien des Zweitspracherwerbs eindeutig Bezug genommen.

Diese Forschungsstudie zeigt somit, dass neue Lehrkräfte in Palästina sowohl bei Methoden der Reflexion und Reflexionstheorien als auch bei anderen pädagogischen Inhaltstheorien im Kontext von Englisch als Fremdsprache verstärkt auf Unterstützung angewiesen sind. Die Schlussfolgerung daraus ist, dass einerseits die Wahrnehmung und die Ebenen reflektierender Praxis und andererseits der Inhalt der Reflexion über das fachwissenschaftliche, pädagogische und fremdsprachdidaktische Wissen notwendig sind.

Abstract

This qualitative research examines the reflections of four novice EFL teachers with regard to concepts, contexts, and content of reflective experiences. Data collection instruments include semi-structured interviews, in-depth interviews, written journals and observations, videos, audio recordings, transcripts, and other documents.

The first research question explores the participants' concept of reflection and reflective practices. The results reveal that the participants had no real prior professional experience with reflection as a practice for teacher development. However, they were, individually, able to mention some of the core reflective characteristics of reflective practices. The reflective practices were unstructured and unconscious. The participants highlighted their ability to reflect based on their personal beliefs, not based on teaching and learning and teaching theories. They learned some features of reflection from practice in the school context. All of the participants reported a lack of opportunities for reflective practices.

The second question investigates three levels of reflection with relation to the three main elements of the lesson: objectives, instructional activities and assessment. The results show that the pre-interviews and the post-interviews served as initial opportunities for reflection. The discussion was a context for guided reflection. In addition to the fact that they offered a context for written reflection, response journals provided an opportunity to reflect on aspects that were not covered during the discussion and the reflective journal served as a semi-independent experience. The participants reflected on various activities in different contexts. Consequently, the level of reflection was influenced by the context of the reflective practice.

The third question explores the three types of knowledge (content knowledge, pedagogical knowledge, and pedagogical content knowledge) the participants accessed during reflection on the same three main elements of the lesson. The results illustrate that the participants' reflection, individually, centered on classroom management, individual differences, the integration of the four skills/competencies, and instructional design. Taking the theoretical backgrounds that the participants mentioned during their reflection into consideration, no clear reference was made to second language acquisition theories and English as a Foreign Language methods and approaches.

This research study thus shows evidence that novice teachers require increased support in both reflection methods and theories of reflection as well as in education on other pedagogical content theories in the context of EFL. The lesson learned is that perception of reflective practice, the levels of reflective practice, and the content of reflection on the content knowledge, pedagogical knowledge, and pedagogical content knowledge - are necessary in developing a "survival kit" for novice English teachers.

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Chapter I

1 Introduction

Chapter 1 briefly introduces reflection in novice teachers' professional development. It sheds light on the development policy for novice English teachers in Palestine and discusses the significance of the dissertation, the problems and the questions it entails.

1.1 Reflection in Novice Teachers' Professional Development

Teacher development is an increasingly significant field of interest for educators; researchers in English as a Foreign Language (EFL) see novice teacher development as the best means for changing teaching practices, encouraging professional growth and lifelong learning (Belanger, 2011; Sharp, 2003). The best way for teachers to take control of their own teaching is for them to develop the habit of systematic and organized reflection on their practices (See Larrivee, 2008).

A distinction between teacher education and teacher development has been made (Mcphee & Humes, 1998; Wallace, 1991). Wallace (1991), for example, argues that education is something that can be managed by others; whereas development can only be facilitated by and for oneself. The ability to critically examine one's professional practice is a core component of effectiveness (Hindman & Stronge, 2010) that assists in increasing professionalism (Pollard, 2009).

Teacher development occurs in sequences of linked series of changes (See Pennington, 1995). This means that the teacher faces situations that may challenge her beliefs and practices.

She then has to change, modify, or develop a practice to meet the needs of the situation or to decide to continue using her current practice.

There are two different kinds of knowledge: received knowledge and experiential knowledge (Schön, 1983), both of which are relevant to teacher development. The way in which novice teachers are educated must be re-conceptualized in order to provide teachers with knowledge that is better suited for effectively teaching students (See Howard, 2003).

Traditional methods of teacher development are not appropriate for developing novice teachers' understanding of their role as teachers (See Rogers & Babinski, 2002; Pickering, 2007; French, 1997; Datnow, et al., 2002). Therefore, the question arises as to how novice teachers can be supported as capable professionals who can learn from their teaching practices (Rogers & Babinski, 2002).

The first year of teaching marks a transition from academic study to teaching experience in schools (See Olson & Osborne, 1991; Amobi, 2006; Rogers & Babinski, 2002). Therefore, an increasing understanding of how the first year is experienced by novices may help and encourage teacher educators to do a better job of preparing future teachers for this transition (Olson & Osborne, 1991; Amobi, 2006; Rogers & Babinski, 2002) and to understand some of the conceptual change that could occur (Shapiro, 1991). Some sub-competencies, such as beliefs about teaching and learning, could be established by the involvement in reflection activities (Gebhard, 1993; Postholm, 2009).

The possibility for long-term success is reduced because of the lack opportunities for supported reflection (Veenman, 1984). For that reason, novice teachers require a safe community

of fellow educators (Jones, 2005) and a focus on problem solving (Jones, 2005) using reflection as a process of reconstructing classroom performances (Lowery, 2003).

1.2 Novice Teacher Development in the Palestinian Context

The Palestinian Ministry of Education has adopted various procedures to educate and develop in-service novice English teachers. Among these procedures are training seminars, workshops, and field visits. The Ministry of Education and the United Nations Relief and Works Agency (UNRWA) train teachers during the first year of teaching and arrange field visits for observation and feedback in the novice teachers' schools. However, the efficiency of these in-service training procedures has neither been measured nor assessed. Moreover, novice English teachers' individual needs for their development are not taken into consideration since all novice teachers receive the same training and go through the same process of supervision.

In 2008, the Ministry of Education in Palestine initiated the "Teacher Education Strategy" as a response to calls to establish a comprehensive model for enabling active teachers to develop their teaching methods in accordance with the goals in the Palestinian curricula. The so-called "Teacher Education Strategy", a joint effort prepared by the Ministry of Education and the universities in Palestine, was issued in 2008 (Palestinian Ministry of Education, 2008).

The Teacher Education Strategy recommends that methods for developing teachers include reflecting and applying knowledge, reassessing their previous conceptions and attitudes, and transforming their knowledge into practice. The educational support provided to teachers by principals or supervisors needs ongoing development, especially in terms of time and quality. The strategy also calls for continuing professional development during in-service education to meet the individual needs of teachers (Palestinian Ministry of Education, 2008).

1.3 Background of the Researcher

It was due to the researcher's background and experience in the field of teachers' education that she saw the need to investigate new approaches to teachers' professional development in Palestine, especially in consideration of the innovations introduced by the Ministry of Education for the advancement of teachers' professional development. The researcher has a BA in English language and literature and an MA in English with a focus on foreign language education. She worked as a school teacher in Palestine for five years and then as an educational supervisor for six years. The work as an educational supervisor for the Ministry of Education and Higher Education enabled her to develop a profound understanding of the teacher development policy in Palestine and allowed additional insight into possibilities and problems in teacher development in Palestine.

1.4 Significance of the Study

This dissertation outlines strategies for encouraging novice teachers to reflect on their teaching practices as an essential means for their professional development and then analyzes the results of the study, demonstrating the expected form and content of such reflection processes.

Only a small body of research has attempted to operationalize reflection in the development of novice English teachers (See McAlpine, et al., 1999; Gimenez, 1999). The dissertation introduces written and oral reflective practices relevant to classroom settings in a Palestinian EFL context. It uses interviews, journals, and discussions investigating teaching practice before, during, and after lessons and thus emphasizes the role of guided reflection in EFL novice teacher development. The combination of such instruments and the timing of these reflective practices in terms of content, context, and themes offer a distinct and outstanding proposal for teacher development. This dissertation emphasizes the fact that the novice teachers

themselves are the point of departure from which teacher educators can initiate change in teachers' practices and development. It thus stresses the significance of the novices' beliefs and practices at the outset of their development as EFL teachers by making these beliefs explicit and identifiable while relating them to specific teaching practices and their contexts through reflective activities.

1.5 Statement of the Problem

Traditional in-service novice teacher development programs have been criticized (Ono & Ferreira, 2010) as being fragmented and isolated from real classroom situations (Ono & Ferreira, 2010; Rogers & Babinski, 2002; Datnow, et al., 2002). Novice teachers in the Palestinian academic context have not been supported by a framework in which they can reflect on their practices. Nevertheless, though many training courses have been conducted for and attended by novice English teachers, there is no evidence that these training courses take the novice English teachers' needs into account or that they attend to the background of the novice English teachers' conceptions, understandings, and misunderstandings.

1.6 Purpose of the Study

The purpose of this dissertation is to provide a practical and adequate investigation of the content and context of reflection of lesson planning, implementation, and evaluation/assessment from the perspective of EFL novice teachers in Palestine and to examine their use of reflective teaching in these capacities. This dissertation aims to operationalize reflective practice in real settings. Operationalizing the reflective practices in real settings is explored here through the design and implementation of different practical reflective activities which lays the ground for a further, systematic introduction of reflective practice in teacher development.

The major challenge addressed by this dissertation is to suggest using practical steps based on a theoretical foundation that teachers and teacher educators can refer to during reflection. This dissertation implements a structure, rather than a simple offering, of reflective strategies to promote and explore teacher's reflections.

In essence, this dissertation investigates the professional development of novice English teachers through reflective activities. Based on these results, the dissertation proposes a set of recommendations for promoting EFL novice teacher development using reflective activities.

1.7 Questions of the Study

This study addresses the following questions:

1. How do the participants perceive and understand the concept of reflection?
2. In which contexts do the participants engage in reflective practice?
3. What are the main themes¹ the participants reflect on?

1.8 Definition of Terms

1.8.1 Reflection: Dewey (1933) defines reflection as a special form of thinking that is active and carefully considers that “any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends, constitutes reflective thought” (p.9). For the purpose of this dissertation, reflection is used as a term to describe practices ranging from investigating a particular aspect of a lesson to considering various implications of teaching practices and thus leading to interpretation and possible change.

1.8.2 Novice teachers: A novice teacher could be defined as any teacher with less than two (Haynes, 2011), less than three years of teaching experience (Barrett, et al, 2002) or less than

¹ Types of knowledge

five years of teaching experience (Kim & Roth, 2011). Farrell (2012) further observes that a novice could be anyone who is teaching something new for the first time or who has entered a new cultural context for the first time. For the purposes of this dissertation, the term novice teacher is defined as a teacher with less than one year of teaching experience.

1.8.3 Zone of proximal development: “The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

Chapter II

2 Theoretical Background and Contextualization

This chapter reviews the existing literature which informs this dissertation - teacher development in general and thereafter focusing, in turn, on literature relevant to each of this dissertation's questions. It discusses learning theories, second language acquisition theories, teacher development, and reflection. The literature concerning Question I focuses on the concept of reflection. The literature concerning Question II explores existing literature on the contexts of reflective practice. Finally, the literature concerning Question III investigates the components of teachers' professional knowledge. In general, the theoretical framework for this dissertation finds its origins in the works of Dewey (1933), Schön (1983, 1987), and Vygotsky (1978) in the context of teacher development and reflection.

This section focuses on learning theories: adult learning theories and second language acquisition related to English teaching in particular. The concept of teacher development and its components are reviewed with regard to reflection.

2.1 Learning Theories

Learning theories are organized sets of principles explaining how the individual acquires, learns, and recalls knowledge and information (Kelly, 2012). They are helpful in designing teacher development activities (Kelly, 2012). Adult learning theories establish a framework for adult learners and they provide the essentials of teacher development programs (See Phillips, 2008). There are three main learning theories: Behaviorism, Cognitivism, and Constructivism.

Behaviorism, developed by Skinner (1938), focuses on observable behavior. The core of this theory is conditioning. The behavioral paradigm includes expectations for prospective teachers to master specific observable teacher behaviors and competencies that are thought to correlate with students' achievement scores. Teachers are taught in settings where the contexts of learning are controlled. This prepares teachers to merely follow direct instruction on teaching cycles: teach, assess, and reteach (See Risko et al., 2008).

Cognitive theory emphasizes factors within the learner rather than within the learning environment itself. It also stresses the description of cognitive processes and structures as well as the intervention of these structures and processes of teaching and learning (Piaget, 1936). In cognitive theory, developed by Piaget (1936), learning happens during the active creation of meaning. When learners encounter a situation that challenges their thinking, a state of "disequilibrium"² is created (Piaget, 1977). When the assimilation of new information fails, accommodation is used by restructuring the present knowledge. Another option in the state of cognitive disequilibrium is leaving the existing schema unaltered. Prior knowledge is essential in learning how individual teachers attain professional and practical knowledge and how their prior beliefs and experiences affect learning. Cognitive theory takes an interest in conditions which may require particular forms of knowledge as well as the ways in which reflective processes develop knowledge (See Risko et al., 2008).

Constructivism is a part of cognitive theory (Vygotsky, 1962; Piaget, 1980) which assumes that the learner as an individual combines current knowledge and experiences with new

² Assimilation could be defined as applying what the person already knows to new situations (Piaget, 1977).

information. Piaget suggests assimilation and accommodation, while Vygotsky (1978) proposes a sociocultural theory including scaffolding.

Vygotsky (1962) and Piaget (1980) propose several implications of constructivist theory stressing that learning outcomes should focus on the knowledge construction process and that learning goals should be determined from authentic tasks with specific objectives. The prominent interest of constructivism is thus the way in which teachers transform their existing professional knowledge of the classroom experience and the concept of learning while guided by others. Constructivism focuses on teacher education as a problem or aspect of learning and documents conditions that may contribute to “changes in a teacher’s use of multiple knowledge sources” and how exactly teachers acquire knowledge within problem solving and dialogue (See Risko et al, 2008). Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. The theory suggests that humans construct knowledge from their experiences (See Olusegun, 2015, p.66).

Table 1 summarizes the major learning theories:

	Behaviorist learning	Cognitivist learning	Social constructivism
Epistemological orientation	Learning is explained by combining the proper external conditions	Learning is explained using internal processes when confronted with external conditions	Learning is explained using internal processes; learning is contextualized
Learning situation, structure	Highly structured situation	Open situations	Open situations
Mistake status	Mistakes should be avoided.	Learners’ mistakes are a source of learning.	Learners’ mistakes are a source of learning because they generate cognitive conflict.
Learning sequence	From simple to complex, step by step	From complex to simple to complex again	From complex to simple to complex again

Table 1: Major learning theories³

³ Adopted from Belanger, 2011, p.20, p. 24 and p. 30 with modifications

In sociocultural theory, learning is defined as that which happens in the brain in relation to the social context (See Risko et al, 2008). Furthermore: The theory advocates learning as a semiotic process where participation in socially mediated activities is essential. It regards instruction as crucial to language development and should be geared to the Zone of Proximal Development that is beyond the learner's actual development level (See Turuk, 2008, p.244).

This dissertation supports the idea that theories of professional development should include both cognitive and social aspects of the learning process (See Borko, 2004). Cognitive perspectives focus on changes in teachers' knowledge and beliefs while social learning theory focus on learning through participation and dialogue (See Lave & Wenger, 1991).

2.2 Theories of Second Language Acquisition and Teaching English as a Foreign Language

This section looks at different methods of teaching language. As these pedagogic approaches are usually informed by theories of second language acquisition and communicative competence, I will proceed to review these and trace the development from theory to practice. I will begin by taking a generalized look at the main fields from which Second Language Acquisition theory is drawn, and then proceed, more specifically, to those which are associated with language teaching methods.

2.2.1 General Theories of Second Language Acquisition

Second Language Acquisition is defined by Ellis (2003) as the way in which people acquire a language other than their mother tongue. Research focuses on how the process unfolds (see Johnson, 1982; Kramsch, 2007) and is interrelated with several disciplines including, but not limited to, linguistics (Johnson, 1982; Kramsch, 2007) and foreign language/second language

education (Kramsch, 2007). Each second-language acquisition theory sheds light on at least one aspect of the language learning process (Richards & Rodgers, 1986).

In the previous section, I have reviewed Behaviorism, Cognitivism, and Social Constructivism with regard to learning in general and adult learners specifically, but here I will reference these fields in the context of language acquisition. There is a significant divide between theories that posit that second language is acquired through innate capabilities (Nativism) and theories that hold that a language is acquired through interaction with the environment (Behaviourism). Other theories emphasize the importance of social interaction in second language acquisition (Socioculturalism) and support the cognitivist and connectionist perspectives where second language acquisition is seen as a buildup of knowledge (Lightbown & Spada, 2006). There are generally three views with regard to input in Second Language Acquisition, the behaviorist, the nativist, and the interactionist. Behaviourism treats language learning as environmentally determined, or controlled from outside by what learners are exposed to and the reinforcement they receive (Sampson, 1997; Zhang, 2009). Nativism, principally associated with the theories of Chomsky (1957, 1965, 1966, 1975), holds that language is an innate faculty, while Interactionism (Larsen-Freeman & Long, 1991; Vygotsky, 1987; Gass, 1997) emphasizes the joint contribution of linguistic environment and the learners' inner mechanism in interactive activities (Zhang, 2009).

Behaviorism deals with behavioral changes and the role of the environment in these changes. As far as language is concerned, behaviorism holds that speaking a language is a skill and there is no difference between this and other behaviors (Dastpak et al. 2017). In this view language development is an issue of conditioning via practice, imitation, reinforcement, and habituation (See Mehrpour & Forutan, 2015). All theories of learning in the school of

behaviorism tend toward associationism, as for example Thorndike's, Guthrie's, Hull's and Skinner's (Mehrpour & Forutan, 2015).

Nativist theories hold that language acquisition occurs without formal training and is associated with the works of Chomsky (1957, 1965, 1975, 1980). Chomsky believes that all languages are similar in terms of their principles and that the difference lies in their parameters. In line with Universal Grammar, which refers to a set of innate language-general principles of categories, mechanisms, and constraint, he proposes that all languages have common basic grammatical structures. Chomsky (1980) concludes that these universal features are part of a child's genetic predisposition and he claims that often a child's knowledge of grammar greatly exceeds the inputs receives.

Cognitive linguistics is an interdisciplinary branch of linguistics and views linguistic knowledge as part of general cognition and thinking (Antuñano, 2004). It combines knowledge and research from both psychology and linguistics (Robinson, 2008) and describes how language interacts with cognition.

Sociocultural linguistics encompasses a broad range of theories and methods for the study of language in its sociocultural context. Sociocultural linguistics highlights an awareness of the necessity for transdisciplinary approaches to language, culture and society (see Hult, 2010). These perspectives draw from sociolinguistics, linguistic anthropology, socially oriented forms of discourse analysis, and related disciplines in the social sciences and humanities (see Hodges, 2015).

2.2.2 Second Language Acquisition Theory and Language Teaching

Among the second language acquisition theorists which are most associated with English language teaching are Krashen (1981, 1989), Swain (1985), and Long (1996). They examined second language acquisition with emphasis on the role of input, interaction, and output in the development of fluency in the context of English as a foreign/second language.

During the 1980s, Krashen's theories were prominent paradigms in second-language acquisition. Krashen's theory of second language acquisition consists of the following main components: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the comprehensible input hypothesis, and the affective filter (Krashen, 1981, 1982, 1985, 1987, 1988). The acquisition-learning hypothesis suggests that there is dichotomy between acquisition (subconscious) and learning (Krashen, 1981, 1982, 1985). Krashen (1981, 1985) proposes two independent systems of second language acquisition, the acquired system and the learned system. Krashen claims that the subconscious process of acquisition occurs when the learner focuses on meaning and obtains comprehensible input and the formal learning is less important than acquisition. The natural order hypothesis holds that rules of language are acquired in a predictable order. The monitor hypothesis holds that unconscious acquisition will allow the learner to produce language while the learned system will facilitate monitoring of this output. The comprehensible input hypothesis holds that language is acquired by receiving comprehensible input slightly above one's current level of competence. The affective filter (See also Dulay and Burt 1977) holds that motivational variables affect the acquisition of a second language.

The theory of Comprehensible Output (Swain, 1985) holds that learning takes place as a part of communicative breakdown. At that point, the learner becomes aware of a gap and may be

able to modify her output in such a way that she learns something new about the language (Swain & Lapkin, 1995, p.371). Swain (1985) argues that opportunities for non-native speakers to produce comprehensible output are necessary. Swain (1985) further explains the concept by arguing that output extends the linguistic repertoire of the learner as she attempts to create the desired meaning. Swain (1985, 1995), subsequently hypothesizes that through production, learners are required to enforce syntactic structure on their expressions and are able to receive feedback either implicitly or explicitly (See Gass, 2003). Swain (1995) states that “Output may stimulate learners to move from the semantic, open-ended nondeterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production” (p.128).

Swain (1995) subsequently refined her hypothesis, expounding the following functions of output: a noticing function, a hypothesis-testing function, a meta-linguistic function. These functions are described as follows:

- Noticing function: Learners encounter gaps between what they want to say and what they are able to say (Swain, 1995; Swain & Lapkin, 1995). The communicative breakdown prompts learners to attend to the relevant information in the input, which will trigger the interlanguage development (Swain, 1995).
- Hypothesis-testing function: Producing output is one way testing one's hypothesis about the target language (Swain, 1995). The feedback, received from the other speaker, enables reprocessing of the hypothesis (Swain, 1995).
- Metalinguistic function: Learners reflect on the language they learn, and the output enables them to control and internalize linguistic knowledge (Swain, 1995; Swain & Lapkin, 1995).

Long's interaction hypothesis (1996) holds that the development of language proficiency is promoted by face-to-face interaction (See Johnson & Johnson, 1999, p.174). In interactional contexts, there is an exchange of information which occurs in varying contexts and formats (Long, 1985). Comprehensible input increases an individual's ability to understand information across varying channels and expressions (Long, 1985). The exchange of information promotes interactional restructuring and the amount of comprehensible input in interaction plays a significant role in the rate of acquisition (Long, 1985). The interaction hypothesis advances two major claims about the role of interaction in second language acquisition: Comprehensible input is necessary for second language acquisition and modifications to the interactional structure of conversations which take place in the process of negotiating a communication problem help to make input comprehensible to a second language learner (Ellis, 1991, p.4).

Long (1996) considered conversational interaction to be the basis of language development, as can be seen in the following quote:

... the Interaction hypothesis is the negotiation of meaning, and specially negotiation work that triggers interactional adjustments by the native speaker (NP) or more competent interlocutor facilitates language acquisition because it connects input (what learners hear and read); internal learner capacities, particularly selective attention; and output (what learners produce) in productive ways (p. 451-452).

Having broadly reviewed Second Language Acquisition theory and Second Language Acquisition theory associated with language teaching, I now proceed to review theories of communicative competence, as these are also vital for an understanding of the development of language pedagogy and the move away from the audio visual method and the Grammar Translation Method to more communicative approaches

2.2.3 Theories of Communicative Competence

As a linguist and anthropologist, Dell Hymes was concerned on the one hand with linguistic theory, and on the other hand with the socio-cultural aspect of language. Hymes' interest was in linking linguistics with anthropology, sociology, and other disciplines in an effort to study language in its sociocultural context. Hymes (1964, 1972) criticizes Chomsky's (1965) influential distinction between competence and performance because Chomsky omitted almost everything of sociocultural significance. Instead, Hymes advances the goal of a broad theory of communicative competence in which systematically possible, feasible, and attested language is linked with what is appropriate in particular communicative situations. It was the latter (appropriateness) that impacted most on both EFL practitioners and researchers and found its way into teaching methods eventually. Subsequently, elaborations of the theory appeared and included linguistic competence, sociolinguistic competence (the more technical term for appropriateness), pragmatic competence and discourse competence. Hymes (1974) indicates that the term *communicative competence* embraces the speaker's grammatical knowledge and the social knowledge that allows the speaker to use language appropriately in real social situations. Hymes (1974) argues that one must "conceive of the social factors entering into realization as constitutive and rule-governed too" (p. 93).

The main theories elaborated from this model within the field of applied linguistics were put forward by Canale and Swain (1980), Bachmann and Palmer (1996) and Savignon (1997). Canale and Swain's model (1980) and a further elaborated model (1983) specifically address the definition of communicative competence with a focus on second language teaching. They (1980, p.6) use communicative competence "to refer to the relationship and interaction between grammatical competence and sociolinguistic competence". Further, they categorized the model

into grammatical, sociolinguistic, discourse and strategic competencies. Bachman and Palmer's model (1990), within the realm of language testing and assessment, elaborate on Canale and Swain's model, but divide it into two main categories or "knowledges", the organizational (grammar and text) and the pragmatic (lexis, sociolinguistics and function).

Savignon (1972, 1983) focused on the aspect of ability in her concept of communicative competence and specifically on the ability of interlocutors to adapt to one another in specific contexts in a dynamic or contingent interpersonal way, rather than in a static manner. Therefore, her paradigm focuses on what a language learner can do with the language in authentic settings, and is thus similar to previous models as it still considers grammatical, discourse, strategic and sociolinguistic competencies.

2.2.4 English as a Foreign Language: Communicative Methods

Second Language Acquisition theories and theories of communicative competence had a significant influence in the development away from the Grammar Translation Method and the Audio-Visual Method towards the broad concept of communicative language teaching and the more specific task-based learning. Below I will provide a brief review of the broad principles of the communicative language teaching method and then I will focus more specifically on Task-Based Learning.

Communicative language teaching can be understood as a set of principles with regard to the goals of language teaching - how learners learn a language, the kinds of classroom activities that best facilitate learning and the roles of teachers and learners in the classroom (Richards 2006, p2). It is thus principled around the idea of learning to communicate using the target language, using authentic texts, and linking classroom language learning with language

activities/extra curriculum classroom activities (Nunan, 1991). Furthermore, communication-based activities guide students from input to output in order to promote accurate, but communicative language skills in the target language.

Each communication-based teaching technique should begin with input and end with output. The input has two primary goals: it focuses on comprehension and it provides a model for learners to follow. During the output phase, learners are encouraged to use what has been presented as input and to expand their spoken and written repertoire. Input activities are designed to provide comprehensible input. The final output phase allows the learners to apply what has been presented and practiced, and to use the language to transmit their own meanings

The characteristics of Communicative Language Teaching relate to the idea that all activities of language study are interactive in nature with meaning conveyed from one party to another (Yang, 2016). Communicative language teaching aims to develop language learners' communicative competence (Savignon, 2002) with "whole-task practice, motivation improving, natural learning and learning supporting" (Yang, 2016, p.194). Communicative language teaching emphasizes interaction as both the means and the ultimate goal of study (Yang, 2016). In contrast to previous views in which grammatical competence was commonly given top priority (Bax, 2003), the goal of communicative language education is the ability to communicate in the target language (Savignon, 1997). Communicative language teaching methods focus on the activity of communication as the basis of instruction (Wood, 2011).

Task-based language teaching and learning was promoted by Prabhu (1987); other major scholars who have done seminal research in this area include Pica (2005), East (2012) and Long (2016), Skehan (1996) and Willis (1996). The design of a task-based lesson involves consideration of the stages or components of a lesson that has the completion of a task as its

principal component (Ellis, 2006, p.80). Various designs have been put forward as a way of enhancing language proficiency level (Long 1985; Prabhu 1987; Nunan 1989; Long & Crookes, 1992; Skehan 1998; Mao, 2012). Such research emphasizes that language teaching should interact with learning to create genuine use of the language, and that language proficiency can be achieved by doing and focusing on tasks rather than on form (Mao, 2012, p.2430). This approach to teaching has drawn on a variety of theoretical perspectives (See Ellis, 2005).

Task-based teaching involves tasks or activities of varying nature to facilitate language learning (Mishima, 2017). Skehan (1998) proposes four basic criteria of the language learning task: communication problem to solve, real-world activities, focus on the completion of tasks, and assessment based on the outcomes of the tasks. Meaningful tasks can provide optimal conditions for the development of second language performance, especially when compared to the much despised yet popularly used language teaching approach with a primary focus on the development of linguistic knowledge (Long, 1985; Robinson, 2001; Mishima, 2017).

Task-based learning is based on the goal-focused completion of tasks and the method can be associated back to theories of SLA (affective filter and unconscious learning, for example) and theories of communicative competence and interaction). The students interact and communicate with each other when they are doing the task in meaningful ways. Task-based teaching is based on the premise that learners learn a language through communicating, as in first language acquisition. In task-based instruction, learners participate in communicative tasks in English, and tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989). Long and Crookes

(1992) point out that task-based teaching can constitute a substitute for Presentation, Practice, and Production (PPP) approach.

2.2.5 The Palestinian English Curriculum and the Communicative Approach

The Palestinian English curriculum⁴ emphasizes a communicative approach to teaching and presents a skills-based approach to English language learning. The skills of reading, writing, listening and speaking are integrated throughout the curriculum with each lesson focusing on one particular skill area. Learners of a foreign language need the opportunity to talk as much as possible. Pair practice and small group work can provide opportunities for speaking and listening, even in large classes. In the Palestinian English curriculum, the structure of each unit follows the pattern: reading, listening, speaking, and then writing.

A skills- based approach develops the English learner's communicative language ability by teaching a number of distinctive language skills (Mishima, 2017). The notion of skill has made a significant impact in reshaping the construct of language ability as a collective set of distinctive language skills: speaking, listening, reading, and writing and their associated sub-skills (Mishima, 2017).

I have summarized the Second Language Acquisition macro framework and Second Language Acquisition specifically related to the teaching of English as a Foreign Language, focusing on Krashen (input hypothesis), Long (interaction hypothesis), and Swain (output hypothesis). I have briefly discussed theories of communicative competence and the impact on language teaching methodologies. In addition to that, I discussed task-based learning as a method

⁴ At the time of this research study

derived from the communicative approach. At the end of this section, a very brief overview of the skills-based approach in the context of the Palestinian English curriculum was presented.

2.3 Teacher Development and Reflection

Pedro (2001, p. 19) offers a fitting summary of research on teacher development and reflection. Studies have so far focused on the conditions that promote reflective practice (Cady et al, 1998; Dinkleman, 1997; Golubich, 1997; Sax 1999), and the use of reflection journals (Caillouet 1998; Cates-Draper 1998; Grumet 1999; Schell, 1998) as a principal way to promote reflection. Other researchers have looked at the context of reflection (Scully, 1997; Wang, 1998) and collegial reflection (Gonzales, 1998; Meyer, 1999).

This dissertation views teachers as active learners using reflective activities (Clarke & Hollingsworth, 2002; Apps, 1994; Borg, 2006; Borg, 2009; Ferraro, 2000) to make use of the benefits gained from reflection (Shulman & Colbert, 1989; Brookfield, 1995; Loughran, 2002; Brouwer & Korthagen, 2005) and on the teacher development as an emotional response, since the experience itself leads the person/teacher to challenge her personal beliefs (Stoll, et al., 2012; Girvan, et al., 2016). Thus, teacher development should build on each teacher's strengths and weaknesses (Britten, 1988).

Table 2 summarizes existing research and theory on teacher development including reflection.

Scholar	Emphasis	Prominent ideas
Dewey (1910, 1933)	Reflective thinking	Problem, suggestions, reasoning, hypothesis, testing Open mindedness, responsibility, wholeheartedness
Habermas (1971)	Knowledge constitutive interests	Instrumental, interpretive, emancipatory
Stenhouse (1975)	Teacher as a researcher	Extended- restricted professional
Van Manen (1977)	Levels of reflection	Technical rationality, Practical rationality, Critical rationality
Schön (1983, 1987)	Professional practice	Reflection in action, reflection on action
Kolb (1984)	Experiential learning	4-stage cycle: concrete experience, reflective observation,

		abstract conceptualization, active experimentation
Boud et al., (1985)	Reflective practice	Cycle of association, integration, validation, appropriation
Grimmett et al., (1990)	Levels of reflective teaching	Technical, Deliberative, Dialectical
Valli (1990)	Images of teaching	Moral reflection: deliberative, relational, critical
Sparks-Langer & Colton (1991)	Orientations to reflective thinking	Cognitive, narrative, critical
LaBoskey (1993)	Growth and enquiry	Analysis, synthesis, evaluation
Kingn & Kitchener (1994)	Model of reflective judgement	Pre-reflective reasoning , quasi-reflective reasoning, reflective reasoning
Ghaye & Ghaye (1998)	Reflective conversations	Descriptive, perceptive, receptive, critical
Jay & Johnson (2002)	Dimensions of reflection	Descriptive, comparative, critical

Table 2: Concepts of reflective practice in teacher development⁵

Traditional teacher development methods are described as teacher-centered, assuming that learning is an individual process (Bausmith & Barry, 2011). New approaches to teacher development have been developed in order to equip teachers with skills needed for their profession as a reaction to the inadequacy of traditional approaches (Datnow, et al., 2002) that have still not proven successful in serving the goals of teacher development (Pickering, 2007; French, 1997; Datnow, et al., 2002). The new approaches to teacher development put emphasis on teacher development as an ongoing process of experiencing practical teaching and learning situations (Kahne & Westheimer, 2000). There have been numerous proposals (Goodman, 1984, p.9) for programs to develop teachers as scholars (Stratemeyer, 1956), reflective teachers (Zeichner, 1981), teachers as inquirers (Bagenstos, 1975), teachers-as-researchers (Corey, 1953). Each of these proposals promotes the investigation of both theoretical issues and their practical implications as a guide for the preparation of teachers. The current dissertation assigns significant importance to reflective framework as a critical tool for developing teacher knowledge and reflectivity.

⁵ Developed by Zwozdiak-Myers, 2009, p.11 with modifications.

One of the main goals of teacher development is to facilitate the transfer of theory into practice (Garrido, et al., 1999; Martinet, et al., 2001; Dale, 2001). Low transfer of theory into practice is due to the absence of the combination of theory and practice (Korthagen & Kessels, 1999) and the lack of knowledge about continuing development (Ono & Ferreira, 2010).

Long-term change in teaching practices takes place as a result of trying something new, reflecting on its consequences, and then trying it again in relevant situations (Schön, 1983). An understanding of the teaching process and the development of expertise in teaching can be reached if the knowledge, theories, and beliefs about the act of teaching and the process of learning are taken into consideration (Gatbonton, 2008). In contrast, the failure to change fundamental knowledge and beliefs leads to superficial changes (Brown, 2007). A change in knowledge and beliefs does not always parallel the change in behavior (Brown, 2007). For intellectual change to happen, interactions within the context of scaffolded mediated guidance (Guerrero & Villamil, 2000), encountering concrete problems (Korthagen & Kessels, 1999; Phipps & Borg, 2009; Lin & Liu, 2003; Schön, 1983; Dewey, 1910; Hoffinan-Kipp, et al., 2003; Rankin & Becker, 2006; Copeland, et al., 1993), feedback with the support for modifications of certain practices or beliefs (Kiely, 2001) and processing events through intentional critical reflection (Jaruszewicz, 2006) are needed. This is highly effective for long-term learning (Jaruszewicz, 2006) as teachers learn from their experiences (Lowery, 2013) including the negative experiences (Kennedy, 2005).

Field and Latta (2001) argue that “the possibility of becoming more experienced arises only when something happens to us beyond what we anticipate” (p.887). In that case, the teacher is forced to think about and reflect on the situation and might challenge her thinking and practices. Learning happens when practices, beliefs, and attitudes are challenged. Thus, learning

calls for both context and support from an expert to guide the learning process. Reflection under supervision is thus a helpful method for constructively organizing the process of reflection (Carroll, 2010; Korthagen & Kessels, 1999) and aids in developing the teacher's insights through the interaction between personal reflection and theoretical notions (Korthagen & Kessels, 1999).

One of the important factors for teacher development and reflection is observation of practice by a supervisor (Postholm, 2010). Additionally, an observer is important to such reflective processes because she can provide feedback (Brookfield, 1995) and help the teachers to see what is important in their practice (Loughran, 2002). The supervisor needs to be aware of simply superimposing her beliefs and way of thinking onto the teacher during the process of "supervision" and "mentoring" (Poetter, et al., 2000). This could be achieved by less structured and therefore more teacher-driven types of mentoring (Stephens & Walter, 2009, p.91).

In a mentoring approach, the learner takes the risk of suggesting explanations and actively challenging beliefs (Walkington, 2005). The promise of mentoring approach lies in the process through which teachers' learning is centrally focused on the critical reflection of their own teaching practices in order to support students' learning. Programs should therefore focus on specific opportunities for targeted inquiry into the novice teachers' practice and on the scaffolding of knowledge (Zeichner, 1981).

The relationship between the supervisor and the teacher is a significant component of successful collaboration (Phipps & Borg, 2009; Walkington, 2005; Rodgersa & Keilb, 2007). Also, taking the teachers' interests provides a good basis for development (Postholm, 2010) based on trust, reflection (Rodgersa & Keilb, 2007) and support (Wilson & Berne, 1999).

Dialogue is an important element in reflection (Tasker et al., 2010, Kahne & Westheimer, 2000; Hayden, 2010; Rogers & Babinski, 2002; Leonard & Gleeson, 1999). Dialogue can be initiated for the exchanging of knowledge and understanding (Feldman, 1999). The dialogic process is a process of transformation (Tasker et al., 2010) that provides a powerful vehicle for learning as individuals' development moves from interpersonal to intrapersonal (Vygotsky, 1978) and back. Dialogue about practice informed by experience, analysis of certain contexts, and creation of knowledge with regard to teaching and learning supports the development of an emerging professional community and creates a basis for experiential knowledge and discourse (Kahne & Westheimer, 2000; Hayden, 2010). Through dialogue, then, teachers might also engage in discussion about the experiences and beliefs that influence their teaching practices (LaBoskey & Cline, 2000) in a way that makes this knowledge explicit to novice teachers, the knowledge they need to analyze their practice (Leonard & Gleeson, 1999).

The question then arises of how to structure the dialogue in order to make it an effective reflective experience (Chitpin, 2006; Davis, 2006; Romano, 2006). A predetermined structure in the act of supervision and in reflection is of great importance for the success of the novice teacher. Hence, the structured approach to reflection is optimally structured by a supervisor with the aim of supporting reflection. This allows supervision to transform into guidance provided by an expert. The structure thus enables novice teachers to reflect on new skills and on the rationale for using them. Questions are one of the techniques used within such structured reflection (O'Sullivan, 2002; Hindman & Stronge, 2010; Risko et al., 2008).

2.4 First Year of Teaching/Novice Teachers

The profession of teaching is a complex practice (Risko, et. al., 2008) “characterized by ambiguity, fuzziness, complexity, uncertainty and indeterminacy” (Martinet, et al., 2001, p.33). The complexity of teaching arises from the complexity of the classroom (Martinet, et al., 2001), the multiple players implicit to the teaching context (Garrido, et al., 1999) and the need to take decisions concerning practices (Rogers & Babinski, 2002) where varying challenging issues arise (Hoffinan-Kipp, et al., 2003; Garrido, et al., 1999). The term “novice teachers” has often been used in research on beginning teachers; though its definition is inconsistent when consulting previous research (Farrell, 2012; Kim & Roth, 2011; Karatas & Karaman, 2013; Haynes, 2011). For the purpose of this dissertation, a novice teacher is defined as a teacher who has less than one year of teaching experience.

This dissertation, in focusing on the content of EFL novice teachers’ content of reflection, sheds light on the problems novice EFL teachers currently face in the Palestinian context. This dissertation can be placed in the context of existing studies concerning novice teachers that could be, in total, classified into five categories (Cui, 2012, p.55): teacher concerns (Farrell, 2008; Fantilli & McDougall 2009), stages of development (Calderhead, 1988), and teacher learning (Feiman-Nemser, 2001). In the field of foreign language teacher education, teacher learning is still understudied (Freeman, 1996) and even less has been done about how novice teachers learn to teach. Among the fewer studies on how novice language teachers learn to teach, the focus has been on teacher knowledge (Zhu Xiaoyan, 2004). Detailed studies outlining the complexities of how novice language teachers learn to teach are rare (Farrell, 2008; Watzke, 2007; Cui, 2012).

Non-native speakers who are trained to become English language teachers bring presumptions about language teaching derived from their own experience as learners (Britten, 1988; Henrichsen, 2010). Those presumptions are embodied by their personal learning experiences as foreign language students, demonstrated to them by their past teachers (Watzk, 2007). Even if trained to teach differently, foreign language teachers may later return to practices that are based on their previous knowledge (Britten, 1988). Teachers either adopt or avoid specific practices based primarily on the extent to which such practices reflect their personal theories of language teaching and learning (Watzke, 2007).

The transitional experience of the first year is important to the long-term career success of the novice because novice teachers learn how to learn from their practices (Olson & Osborne, 1991). As a result, novice teachers pass through a distinct attitude shift during their first year of teaching, adjusting their methods and turning their focus away from recent theory into learning and teaching (Korthagen & Kessels, 1999), especially if they lack proper follow up and opportunities for continuing development.

Novice teachers need to be guided in order to pass the survival stage (Burden, 1990). All conflicts that arise during the teaching day must be reflected on and responded to in one way or another. This is true despite the fact that novices have less time to develop routines and procedures of their own for dealing with problems (Hayden, 2010). Furthermore, novice teachers should be provided with appropriate skills and knowledge (Howard, 2003) and should then apply these to develop a routine (Hayden, 2010). However, “much of the reflective activity of novices may center on defining the problems that surface during the teaching day and developing [their] solutions” (Hayden, 2010, p.7). Novices thus need time and support in exploring several issues like their problem and their available options (Rosaen & Schram, 1997, p.274). There is

therefore a great need for novice teachers to develop an understanding of how the classroom works (Maclellan, 1999) and how to make connections between specific classroom interactions and the broader principles of teaching and learning (Van Es & Sherin, 2002). Novice teachers need also to develop methods for facilitating interactive discussions (Rosaen, et al., 2008) - this is a particularly important goal in supporting the learning of novice teachers (Rosaen, et al., 2008).

Fuller and Bown (1975, p.160-161) suggest three distinguishable kinds and stages of concerns that are characteristic of teachers in their development and practice: The first phase involves survival concerns. For example, concerns about one's adequacy and survival as a teacher, class control, being liked by students, and being evaluated. The second phase includes teaching situation concerns. For examples, concerns about limitations and frustrations in the teaching situation, methods and materials, and mastery of skills within the teaching-learning situation. The third phase reflects concerns about students, their learning, their emotional needs, and relating to pupils as individuals. Later concerns cannot emerge until earlier concerns are resolved.

Survival and acceptance are central concerns for novice teachers (Warford & Reeves, 2003; Veenman, 1984). Principals consider problems with classroom management to be the major factor leading to failure (Myers, 1967). Most novices fall under the pressure of this expectation and become obsessed with classroom control, designing instruction not to promote students' learning, but to discourage disruptive behavior and improve their performance in classroom management alone (Loughran, 2002).

Veenman (1984) found that the most frequently perceived problems of novice teachers include: classroom discipline, assessment, inadequate materials, motivating students, individual differences, heavy teaching load, effective use of teaching methods, content knowledge, relations with head teachers, inadequate school equipment, effective use of textbooks and curriculum guides, inadequate guidance and support, and large class size.

Furthermore, novice teachers frequently report difficulties applying theory to practice in real life educational settings (Ayan & Seferoglu, 2011). Studying the content of reflection as performed by novice teachers will lead to a better understanding of the problems faced by novice English teachers in the Palestinian context. Vygotsky's (1978) concept of the zone of proximal development is important in this context in understanding teacher development as it recognizes the dynamic aspects of the interaction between teachers, learners, curriculum and interactions with others in the profession (Turuk, 2008; Lantolf, 2000),

In most cases, the difficulties novice teachers face are caused by the restraints imposed on them within the social, cultural, economic, and educational contexts within the classroom (Johnson, 1996). Other challenges include inappropriate personality characteristics, inadequate training (Veenman, 1984), contexts of isolation (Warford & Reeves, 2003) and the absence of expert guidance and the lack of opportunities for reflection (Veenman, 1984; Fox, 1995). Novice teachers can be overwhelmed by the complex process of reflection (Leonard & Gleeson, 1999). Therefore, experienced educators must encourage novice educators to be reflective thinkers (Collier, 1999).

Novice English language teachers are not adequately prepared to cope with the cultural factors they will encounter in their teaching (Warford & Reeves, 2003). EFL teachers need to

communicate in a foreign language with students who likely share their mother tongue (Britten, 1988). Sharing a mother tongue with students can allow teachers to use the mother tongue in their classrooms when they fall short while expressing themselves in English. This language restraint represents a central problem not only in teacher development but also, perhaps more importantly, in student learning. Unfortunately, this problem is seldom addressed thoroughly in teacher training.

The goal for a novice EFL teacher is therefore the combination of theoretical knowledge and reflective practice on teaching in order to develop strategies for reflective practices (Hayden, 2010), deepen her understanding of the teaching-learning process, and monitor the impact of her utilization of these techniques (Bailey, 2012; Murphy, 2014). Using reflective techniques undergo a step by step process of development (Larrivee, 2000).

2.5 The Concept of Reflection

The literal meaning of the term reflection finds itself in the “Latin (re-flectio), which means “turn” (re) “back” (flection)” (Postholm, 2008, p.1720). The theories of Dewey (1933) and Vygotsky (1978) provide a strong theoretical framework for this dissertation on teacher reflection. Dewey’s ideas about reflection provide information about the importance of reflection (Dewey, 1933) and Vygotsky (1978) provides the framework for reflection.

Dewey (1933) defines reflection as a special form of thinking that is active; he carefully considers “reflective thought” to be “any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (p.9). Dewey (1933) advocates the encouragement of three attitudes in relation to reflection: open-mindedness, wholeheartedness, and responsibility. Open-minded teachers are those who welcome others’

implicitly different perspectives. Dewey's concept of reflection can be broken down into the following components: a meaning-making process which takes a learner from an experience to her understanding of that experience; a process of structured thinking; a process which needs to happen in interaction with others in the profession; and attitudes that value personal development (Rodgers, 2002).

Dewey (1933) defines some attributes that contribute to the development of reflection. Among these are open-mindedness, recognizing the points of view of others, and considering the consequences of one's actions. Rodgers (2002) defines four distinct criteria that characterize Dewey's specific concept of reflective thought: Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships; Reflection is a systematic disciplined way of thinking; Reflection needs to happen in community.

Schön (1983) defines reflection as the ability to reflect on action. Schön's (1983) notions of reflection-in-action and reflection-on action have been significant in definitions that distinguish the time of reflection. Schön later (1987) states that teachers use knowledge and behavior that they gain in daily life for reflection in action while they use declarative and procedural knowledge and experiences for reflection on action.

Despite these clear theoretical definitions, there is no operational definition of reflection for educational contexts (Rodgers, 2002; Farrell, 1998; O'Sullivan, 2002). Nevertheless, many scholars have tried to shed light on the processes involved in reflection (Rodgers, 2002). In general, reflection involves critically thinking about the practical aspects and theories (Bolton, 2010) that lead to the development of understanding (Kabilan, 2007; Bolton, 2010). Mcalpine, et al., (1999, p.110) operationally conceptualized reflection in teaching as a process of thinking

about teaching and learning by monitoring cues for the extent to which they are within a corridor of tolerance and making decisions to adjust teaching as appropriate to better achieve teaching and learning goals. The two processes, monitoring and decision making, and the concept of goals are central to the understanding of how reflection functions.

Reflection can also be seen as a process of “formative evaluation,” connecting reflection and mental processes (McAlpine, et al., 1999; Boud, et al., 1985). Thus, reflection is a kind of thinking that may include recalling past experiences (Kong, et al., 2009; Postholm, 2008; Raelin, 2002) or anticipating future difficulties and practices (Postholm, 2008; Brookfield, 1995).

Reflective learning, due to its investigative nature, may also include “disbelieving” what was formerly held to be correct (Gray, 2006, p.5). Reflection helps teachers develop context-specific, personal theories of language teaching (McDonough, 2006) and influences both understanding and practice (Hayden, 2010). An increase in self-efficiency leads to self-regulation (Strijbos, et al.). The practitioner therefore becomes the owner of, and subject in, the process of her own reflection (Dewey, 1933; Schön, 1983).

A reflective practice with regard to teaching is an active investigation (Kuit et al., 2001, Larrivee, 2008) that places the teacher’s actions in relation to objectives and leads to their selecting future action based on the consequences of this action for student learning (Corcoran & Leahy, 2003). Furthermore, reflection includes the planning of actions and then their recall as well as the individual’s defining their successes, failures, and options for improvement.

In the context of teaching, reflection has become a term that is used to describe practices ranging from investigating (Kuit et al., 2001, Larrivee, 2008) a particular aspect of a lesson to considering various implications of teaching practices (Larrivee, 2008) including reconstructing

classroom enactments (Lowery, 2003; Dewey, 1933). Reflection could also be considered “inner dialogue” (Mann, 2005, p.108). When investigating practices, practice is taken to mean one’s repertoire of knowledge, skills, and behaviors (Larrivee, 2008; Lange, 1990). Reflection therefore serves as a connection between the process of conception and practice (Farrel, 1998). It helps in revealing “conscious and unconscious knowledge” and thus leads to change (Gorodetsky, et al., 1997).

Pedro (2005) explored the ways in which five pre-service teachers constructed meanings of reflective practice as well as how these meanings informed their respective practices. The purpose of Pedro’s investigation was to understand reflective practice in teacher preparation. The following themes are some of those extracted from the data: situating the act of reflection; defining reflection; questioning as reflection; gaining opportunities for reflection; defining reflection; looking back on action; reflection based on personal beliefs and educational theory; encountering professors; encountering mentors; encountering cooperative teachers, and content reflection. These themes showed how teachers interpreted as well as how they practiced reflection. The findings suggested that these teachers had a general understanding of reflection and learned to reflect through various opportunities and contexts.

Reflective practice is becoming a dominant paradigm in ESL/EFL teacher development programs worldwide (Farrell, 1988; Betts, 2004). This is so because reflection has been shown to be a useful, if not essential, tool for ESL/EFL teacher professional development (Lazaraton & Ishihara, 2005; Amobi, 2006; Lin & Liu, 2003). Teacher reflection can be used as a metacognitive mechanism (Hoffinan-Kipp, et al., 2003), a tool for emphasis on learning through questioning (Smyth, 1992), or as a technique for supporting one’s professional competence (Day, 1999; Flores & Day, 2005). Reflection is thus recommended not only for conceptual change

(Koutselini, 2008) but also for pedagogical autonomy (Koutselini, 2008); reflection assists in developing subject matter, pedagogical knowledge, pedagogical-content knowledge (Hoffman-Kipp, et al., 2003), and self-led personal professional development (Schön, 1983; Kong, et al., 2009; Huang, 2001; Flores & Day, 2005). Reflection aids in uncovering underlying beliefs and assumptions (Brookfield, 1995; Loughran, 2002), strengthening both teaching and learning (Lowery, 2002), “linking [...] theory and practice” (Calderhead, 1988, p.9), understanding practices (Orr, 2014), and identifying affectivity in teaching (Howard, 2003).

2.6 Contexts of Reflective Practice

Existing literature mentions and explains various strategies concerning ways in which reflection can be promoted. The most prominent methods are: journal writing (Nakamura, 2001; Gunn, 2010; Gray, 2006), supervisory conferences (Soslau, 2012; Brantly-Dias & Calandra, 2008), reflective teaching journals (Dieker & Monda-Amaya, 1995, Brantly-Dias & Calandra, 2008), peer observation conferences (Bell & Mladenovic., 2008; Brantly-Dias & Calandra, 2008), critical incidents (Halquist & Musanti, 2010; Brantly-Dias & Calandra, 2008), and the use of video technology (McConnell et al., 2008; Amobi, 2006; Brantly-Dias & Calandra, 2008).

More activities centered on reflective thinking should be incorporated in EFL/ESL classrooms to encourage reflection (Tarvin & Alarishi, 1991). These methods and their implementation in various settings reveal contexts in which reflective practice is possible.

Different levels of reflection have been suggested by various scholars, these include: a hierarchy that consists of technical reflection, practical reflection and critical reflection (Habermas, 1971); spheres of reflection (McAlpine, et al., 1999); three levels of reflection, each emphasizing a different focus: technical rationality, practical reflection, and critical reflection

(Van Manen, 1977); six hierarchical levels of reflectivity (Mezirow, 1990); and a five level hierarchical framework involving technical reflection, reflection in and on action, deliberative reflection, personal reflection, and critical reflection as the highest level (Valli, 1997). Each of these concepts for levels of reflection further informs the possible techniques and methods with which novice teachers might practice reflection. However, these levels vary depending on depth, time, sphere, and focus.

Schön (1983, 1990) differentiated three different methods of reflection: reflection-in-action, reflection-on-action, and reflection-for-action, as previously discussed. Reflection-in-action is the most cognitively demanding type of reflection (McAlpine, et al., 1999). Schön (1990) stated that reflection-in-action is spontaneous reflection in the midst of action itself, also known as “thinking on your feet” (p.26). He went on to identify three salient features of reflection-in-action: it is conscious, critical, and gives rise to spontaneous experimentation. In contrast, reflection-on-action involves reflecting on how practice can be developed after the incident. Schön (1983) clarified that ‘We reflect on action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome’ (p. 26).

There are three levels of reflection in terms of depth according to Lee (2005). The first level is the recall level, on which teachers describe, recall, and interpret a given experience. The second level is the rationalization level, on which teachers search for relationships between different parts of their experience. The third level is the reflectivity level, on which teachers approach their own experiences with the goal of changing or improving future practices. The highest level of reflective thinking is characterized by the questions which accompany the attempt to change to one’s practice and awareness of the influences of various perspectives on

thinking (Lee, 2008). Reflection can occur at different times, each of which can offer further aspects of reflection and varying levels of effectiveness (McAlpine, et al., 1999).

Teachers need to write down their reflections (Postholm, 2008; Dewey, 1933; Wade, et al., 2008) within the framework of a structured lesson plan (Hindman & Stronge, 2010). Reflective journal (Gray, 2006; Uline et al., 2004) is a successful means for developing reflective skills (Uline et al., 2004; Halbach; 2002). Reflective journals guide learners through all levels of Bloom's taxonomy (Gray, 2006). Response journals, in contrast, are used to document reflection between the teacher and the supervisor (Holten & Brinton, 1995). The current dissertation uses written reflection by employing both response and reflective journals (detailed in Chapter III).

Videotaped records further support the reflection practices of teachers (McConnell et al., 2008; Amobi, 2006), as they provide trustworthy data for enhancing the quality of self-reflection (Kong, et al., 2009). Furthermore, video-based reflection helps teachers revisit and investigate their practices (Rosan, et al., 2008). Video footage supports self-analysis (Rich & Hannafin, 2009; Sewall, 2009) and increases the teacher's attention to details of the classroom.

Normally, discussions of classroom observations take place in three stages: pre-observation meetings, observation, and post observation meetings (Walkington, 2005). The dialogue between the teacher and her supervisor thus consists of three steps. The post-observation session is that seen as most essential, the feedback session or supervisory conference (Vasquez & Reppen, 2007). Initial reflective debriefing (Walkington, 2005) is ideal for examining the construction of professional identity in novices (Vasquez & Reppen 2007). In order for feedback to be effective, some aspects should be taken in consideration. Feedback is more effective when it is focused (Brinko, 1993). However, feedback sessions do not guarantee

reflection and improvement; additional self-reflection after teaching supervision sessions is essential to ensure teaching competence (Kong, et al, 2009). To encourage such self-reflection, this dissertation utilized response and reflective journals (detailed in Chapter III).

The various aspects of reflection investigated in this chapter make it clear that reflection is a multilayered process involving different steps and is dependent on a number of variables. In order to structure these different stages and levels, it is useful to develop a framework (Kong, et al., 2009) with which one can explain the process of reflection to construct and organize the content of reflection. It is worth to note that the framework suggested here focuses on language teaching as relevant to teaching EFL more than it focuses **on other existing linguistics schemas**.

Reflection activities must have both purpose and structure, derived respectively from a theoretical foundation that is made explicit to teachers. Such a well-planned framework can help teachers successfully reflect on their practices (Jaruszewicz, 2006; Kong, et al, 2009). The key is using a framework to organize and guide reflective thinking (Kong, et al.; 2009; Nakamura, 2001) through a process of description, analysis, and new action (Nakamura, 2001).

A framework in which a teacher reflects on different themes is appropriate for novice teachers (Hayden, 2010; Leonard & Gleeson, 1999) and therefore needed for developing constructive practices of reflection (Hayden, 2010; Nakamura, 200; Kong, et al, 2009). A guiding framework can serve as a scaffold to provide explicit prompts for self-reflection on teaching (Jaruszewicz, 2006; Kong, et al, 2009). It also helps teachers avoid confusion in the self-reflection process (Kong, et al, 2009). An approach that questions concepts and attitudes of teaching is a good starting point for reflective thinking which first develops “contextual strategies” and promotes learning (Brookfield, 1995).

Several frameworks for guiding teachers to self-reflect on their teaching performance have been suggested (Cook & Duquette, 1999; Joram, 2007; LaBoskey, 1993, Parsons & Stephenson, 2005; Posner, 2005; Kong, et al, 2009; Weiss & Weiss, 2001; McAlpine et al, 1999; Gibbs, 1988; Kolb, 1984; Smyth, 1989) for guiding teachers to self-reflect on their teaching performance. Even though these guiding frameworks vary in scope and focus, they all aim to bring novice teachers to carry out self-reflection on teaching performance, dedicating attention to the issues of determining pedagogical content and teaching activities, selecting assessment methods, and addressing classroom interaction (Kong, et al, 2009). Calderhead (1989) concluded that concepts of reflective teaching employed in teacher education varied along five dimensions: the process of reflection, the content of reflection, the preconditions of reflection, the context in which reflection occurs, and the products of reflection. These approaches do not mutually exclude each other but rather complement one another and create, when combined, a constructive framework for the practice of reflection.

A reflective approach requires opportunities for observations, evaluation, and systematic reflection on classroom practices in order to promote self-awareness as well as changes (McDonough, 2006). A good framework must consider the three stages of timing: reflection on pre-action, reflection in action, and reflection on action (Schön 1983, 1990) because the interaction between experience and reflection is influenced by the time at which the reflection occurs (Loughran, 2002). It is vital that this framework go hand in hand with and inform the practice of reflection. Therefore, analysis should focus on real experience (Kabilan, 2007). The ability to identify a problem and the ability to view it from different perspectives are essential to reflection (Loughran, 2002). Furthermore, the contextualization of the reflection process in the daily routine of teaching constitutes the ideal use of a structured reflective framework (Reed, et

al., 2002). Explicit guidance and motivated instructional support are needed to achieve this (Risko et al, 2008), regardless of the reflective framework.

2.7 Components of Teachers' Professional Knowledge

Shulman (1986) identified the three major components of teachers' professional knowledge: content knowledge, pedagogical knowledge, and pedagogical content knowledge. A year later, Shulman (1987) developed seven categories of teacher knowledge: general pedagogical knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, knowledge of educational theories, content knowledge, curriculum knowledge, and pedagogical content knowledge (p.8). These categories offer a starting point for teacher reflection, as each category points to a different aspect relevant to the teacher's practice.

Bachman & Palmer (1996) classified language knowledge into two main categories: organizational knowledge and pragmatic knowledge. Organizational knowledge consists of grammatical knowledge and textual knowledge. Pragmatic knowledge consists of functional knowledge and sociolinguistic knowledge.

This dissertation focuses on the three components of teachers' professional knowledge as identified by Schulman (1986). Roberts (1998) redefined these types of knowledge with a focus on teaching English as a foreign language (Table 3).

Knowledge	Description
Content knowledge of English	Knowledge of English language system and structure.
General pedagogical knowledge	The principles of classroom management, planning, assessment, teaching activities, aids and resources.
Pedagogical content knowledge	The way the content is structured for pedagogical purposes.

Table 3: The knowledge base of English language teachers⁶

⁶ Adopted from Roberts (1998) with modifications.

2.7.1 Content Knowledge

Content knowledge, in any given subject matter, is the body of knowledge, information, facts, concepts, theories, and principles that students are expected to learn or study. Shulman (1986) proposes that “mere content knowledge is likely to be as useless pedagogically as content-free skill” (p. 8).

Content knowledge includes knowledge of the subject, its structures (Wilson, et al., 1987; Grossman, et al, 1990), and what is acceptable to do and say in a field, or the subject’s implicit rules (Ball et al, 2008, p.391). Content knowledge can be defined as “the major facts, theories, and methods of a particular academic field” (Worden, 2015, p.105). Roberts (1998) defines English content knowledge as knowledge of the target language system and the ability to use the language. It includes knowledge of literature, genre, culture, and people. Ball et al., (2008) suggests two kinds of content knowledge: “specialized content knowledge” and “common content knowledge” (p.389). Content knowledge thus also includes “curricular knowledge” (Ball et al., 2008, 391).

Shulman (1986) points to two dimensions of curricular knowledge. The first dimension is lateral knowledge. This dissertation concerns itself with the second dimension; the vertical curriculum knowledge that takes into account the teacher’s “familiarity with the topics and issues that have been and will be taught in the same subject area during the preceding and later years in school, and the materials that embody them” (Shulman, 1986, p. 10).

2.7.2 Pedagogical Knowledge

Pedagogical knowledge plays a crucial role in knowledge (content) transfer, as previously mentioned, and consists of a set of complex and interconnected skills, methods, and processes

which are identified as the practice of teaching informed by a shared and structured “body of knowledge” (Pollard, 2009). Pedagogical knowledge is defined as the “accumulated knowledge about the act of teaching, including goals, procedures, and strategies that form the basis for what teachers do in [the] classroom” (Mullock, 2006, p.48). Thus, pedagogical knowledge offers a set of principles and strategies that appears to exceed subject matter (Shulman, 1987).

Pedagogical knowledge therefore clearly exceeds subject matter, as previously mentioned (Shulman, 1987). It is this “knowledge of strategies and ways that a teacher requires to deliver and more importantly to transform subject matters to learners consistent with their interests and potential” (Faisal, 2016, p.108). Mullock (2006) defines the pedagogical knowledge as the accumulated knowledge about the act of teaching, including the goals, procedures, and strategies that form the basis for what teachers do in the classroom (p.48). Ball, et al., (2008) concluded that three aspects of teachers’ pedagogical knowledge represent these individual components: common content knowledge, knowledge of students, and knowledge of teaching.

Gatbonton (2000) lists the domains of ESL pedagogical knowledge that suggest the combination of pedagogical knowledge, content knowledge, and pedagogical content knowledge.

	Domains of ESL pedagogical knowledge	Description
1	Management of language items	Knowledge of how to manage specific language items
2	Factors affecting students’ contributions	Knowledge about the students and knowledge of students
3	Determining the contents of teaching	Knowledge of the goals and subject matter of teaching (content)
4	Facilitating the instructional flow	Knowledge of techniques and procedures
5	Building rapport	Knowledge of how to achieve classroom relationships
6	Monitoring student progress	Knowledge of assessing and evaluating student involvement

Table 4: Domains of EFL pedagogical knowledge⁷

Reflection on teaching practices is a helpful tool for developing pedagogical knowledge (Doyle, 1990; Kabilan, 2007; Watzk, 2007; Vieira & Marques, 2002). Two major problems in

⁷ Developed by Gatbonton, 2000, 611–616, with modifications

fostering the development of pedagogical thinking are the fact that the emergence of this thinking is slow and takes place over an extended period of time and the fact that the practical nature of a teacher's work is not sufficient to encourage this thinking (Kansanen, 1991). This problem emphasizes the need for new pedagogical approaches to develop a more learner-centered approach to thinking about the classroom (Martinet, et al., 2001).

2.7.3 Pedagogical Content Knowledge

Pedagogical content knowledge is the interaction of subject-specific knowledge, pedagogical knowledge, and knowledge of the teaching context. This construct produces a change in teachers' collective understanding of content knowledge and pedagogical practices for the presentation and adaptation of instruction to different students (Watzk, 2007).

Richards (1991) defines pedagogical content knowledge as "the core set of theories, concepts and practices regarding the second language learning and teaching which form the content of second language teacher education" (p. 76).

This construct produces change in teachers' collective understanding of content knowledge and pedagogical practices for the presentation and adaptation of instruction to different students (Watzk, 2007). Mullock (2006) identifies the components of pedagogical content knowledge: content knowledge, pedagogical content knowledge (the application of content knowledge to the classroom), general pedagogic knowledge, curriculum knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values (p.49).

Pedagogical content knowledge refers to the interaction of knowledge, utilizing "the most useful forms of representation of those ideas, the most powerful analogies, illustrations,

examples, explanations, and demonstrations in a word, the ways of representing and formulating the subject that make it comprehensible to others” (Shulman, 1986). Pedagogical knowledge is the most active component in pedagogical content knowledge but it is also less controllable and less teachable (Liu, 2013). In further investigating pedagogical content knowledge, Watzke (2007) identifies four core categories representing change in beginning foreign language teachers’ pedagogical content knowledge across two years.

Zhu (2003) further categorizes pedagogical content knowledge to include the following categories: curricular knowledge (content/subject matter), teaching purposes, knowledge of students’ understanding, knowledge of instructional strategies, knowledge of context (school’s settings and community’s settings), and knowledge of oneself as a teacher.

This dissertation has informed its framework using the information collected in this chapter, a framework which will be explained in more detail in the next chapter. This chapter has shown the extensive research already present in the field of teacher education, both in terms of preparation and in-service reflection, it has examined the various theories proposed for giving meaning to these findings, and it has demonstrated that these theories can and have been applied to novice foreign language teachers, ensuring fruitful results from the study at hand.

Chapter III

3 Research Design and Methodology

This chapter focuses on a description of the research design and methodology used in this dissertation. It illustrates the justifications for the use of the qualitative method and displays the structure of data collection instruments and the components each instrument aims to explore. Finally, data collection and procedures for the analysis of research questions are described in detail.

3.1 Methods and Procedures

The researcher chose to use qualitative inquiry and procedures of qualitative analysis to guide the design of this dissertation because the purpose is to provide a practical investigation of lesson planning, implementation, and evaluation/assessment from the perspective of EFL novice teachers in Palestine and to evaluate their use of reflective teaching in these capacities.

3.2 Methodology

This dissertation implements qualitative methods in collecting and analyzing the data required to explore, investigate, and answer the questions that have been proposed in Chapter I (p.6). Qualitative methodology is used in this dissertation to gain an in-depth understanding (Fasse & Kolodner, 2000) of the interactions (Merriam, 1998) in the classroom as well as what the participants thought and believed concerning their reflective practices. The qualitative research procedures serve the practical and the interpretive objectives and are grounded in the lived experiences the novice teachers (Marshall & Rossman, 2006) and the researcher.

Questions exploring the contents, the levels of reflection, and the type of teacher development affected require research instruments that qualitatively investigate individual aspects of these questions. Such questions require qualitative instruments in order to gain information about the participants' depth of knowledge alongside their points of view and attitudes. In this context, research studies which have employed qualitative strategies to explore language teachers' actual practices and beliefs offer appropriate tools for understanding the complex relationships between these phenomena (Phipps & Borg, 2009).

The researcher used qualitative designs to answer her proposed questions of "what" and "how". Data collection instruments included structured interviews, in-depth interviews, written journals, and observations. Videos, audio recordings, transcripts, and documents were also used. Each of these qualitative methods established intersecting components of this dissertation as each instrument in turn informed the analysis of the results and thus the conclusions drawn.

3.3 The Population, the Sample and the Procedures

3.3.1 The population

This dissertation made a point of including novice teachers from all types of schools in the West Bank/Palestinian Territories: public schools, private schools, and United Nations Relief and Works Agency for Palestine (UNRWA) schools. The population of this dissertation's study is the group of novice teachers assigned to teach English subject in Palestinian (public, UNRWA and private) schools in West Bank/Palestinian Territories in 2013/2014. According to the data available in October 2013, the number of novice English teachers appointed in public schools for that year was 25, with five novice English teachers entering private schools and five novice English teachers in UNRWA schools at the start of the academic year.

3.3.2 Sample

The research sample consisted of three participants from three different public schools, one participant from a private school, and one participant from an UNRWA school, all of whom were chosen at random. A total of three female participants and two male participants were included in the sample. One female participant withdrew from the dissertation study after two meetings and therefore her data was excluded.

The first step in selecting the sample was to gain access to the data of these novice teachers. Initial data on novice teachers in public and private schools was obtained from the Ministry of Education, and data for teachers in UNRWA schools was obtained from the UNRWA Central Office in Al-Bireh City. To ensure that the teachers who were chosen as a sample of this dissertation study are novices, the researcher examined the data available from the Ministry of Education. Any teacher who had one year or more of prior teaching experience was excluded from the sample.

Novice teachers were each given numbers according to the type of the school they teach in. Then, three numbers were chosen at random from the list of novices in public schools and one random number was chosen from the group of teachers at UNRWA. Due to the lack of data on newly appointed novice teachers in private schools, the researcher called individual schools and asked whether or not they have appointed a novice English teacher, if yes, the teacher was given a number. The first teacher selected at random from a private school refused to participate in the survey and justified this decision with her low performance as a teacher. Her number was then excluded and another number was chosen. Due to an abrupt loss of contact, the data collected from one teacher is incomplete and will not be analyzed.

3.3.3 Procedures

The Ministry of Education was contacted by the researcher to get permission to access Palestinian schools. A signed document to access private, public, and UNRWA schools was granted for the purposes of this dissertation study. The Ministry of Education additionally sent an official document to all Central Educational Directorates asking them to cooperate with the researcher. The researcher herself went to the Educational Directorates that were selected in her sample. She talked with the head of General Education Section in each of the targeted Directorates who respectively directed her to the Personnel Department, where the researcher revealed the randomly selected teacher in the Directorate. The Personnel Department then called the respective school and spoke with the head teachers to coordinate the researcher's first visit.

The initial visit to each school comprised of a meeting with the head teacher and the novice teacher selected for the dissertation study, an explanation of the study's intent and scope, and a formal request for the teacher's participation and commitment to the duration of the study. These steps were followed by an individual meeting with the teacher (the participant henceforth) to coordinate the schedule of observations and discussions. Phone numbers and emails were exchanged during the first meeting to further coordinate subsequent meetings. The researcher then performed a pilot study with one participant (not included in the sample) in order to establish best practices and continue research with the other participants.

The following is a description of each of the participants in this dissertation and a brief overview of their current situations regarding teacher development. Each of the participants was between twenty-three and twenty-five years old at the time of the study. For ethical reasons as well as qualitative reasons, the participants' names are pseudonyms: Participant One is a twenty-

three-year-old male teacher who works in a public school in Nablus. He graduated from Al-Quds Open University⁸. He was supervised three times by his supervisors. The head teacher of the participant's school was formerly an English teacher who used to give him instructions. Participant Two is a male teacher. He is 24 years old. He works in two public schools in villages in the rural areas close to the 1948 borders. He graduated from Al-Quds Open University. The head teacher in one of his schools is a former English teacher. Participant Three is twenty-five year old female teacher. She teaches first grade as well as a kindergarten class in a private school in Ramallah. She participated in a long-term AMIDEAST training program for novice English teachers. Participant Four is a twenty-three year old female teacher. She graduated from Birzeit University and finished her diploma in teaching English alongside her focus on English language and literature. She works in one of the UNRWA schools⁹ where many classroom management challenges appear. Participant Five is a female teacher in a rural area in Bethlehem public schools. She graduated from Bethlehem University. She began pursuing a master's degree in teaching English before she stopped and entered the public school system as a teacher.

Participant	District	Education	Gender	Classes taught	Type of school
1	Nablus	BA in English teaching	Male	Fifth, sixth, and seventh grades	Public school in an urban area
2	Ramallah	BA in English language	Male	He works in two schools. Fifth grade, and ninth grades	Public school in a rural area.
3	Al-Bireh	BA in English language and literature	Female	First grade	Private schools in an urban area
4	Jerusalem	BA in English language and literature, Diploma in Education	Female	Ninth and tenth grades	UNRWA school, in a refugee camp area
5 ¹⁰	Bethlehem	BA in English language and literature	Female	First, second, third, fourth, and fifth grades	Public school in a rural area.

Table 5: Summary overview of the sample

⁸ Al-Quds Open University is a public open learning university in the Palestinian territories.

⁹ In the West Bank, UNRWA provides only preparatory education; secondary students matriculate into public or private schools. Supported by the international community, UNRWA schools mainly serve Palestinian refugee students and the priority to employ teachers is for teachers who hold UNRWA cards.

¹⁰ She withdrew from the study.

3.4 Pilot Study

A pilot study was conducted over two weeks to examine the instruments planned for the study, estimate the time needed to work with each participant, and evaluate the consequences of activities and existing administrative issues. For the pilot study, the sample consisted of one pre-selected twenty-four-year-old participant from Ramallah District. The participant graduated from Al-Najah National University in the north of the West Bank. The participant moved to Ramallah to be close to her school. The teacher was appointed to a rural area to teach in two schools. In one school she teaches fifth grade and in the other school she teaches ninth grade. The pilot study found that there was not enough time for pre-interviews or post-interviews. Because of this, written preparation¹¹ served as a written pre-interview. The verbal dialogue between the participant and the facilitator is extremely important, though in this case lacking. Immediately after leaving the classroom, the participant and the researcher needed time and a place to answer the three post-interview questions. Without both, the possibility of the participant forgetting her “fresh answers” about her teaching practices increased. The researcher needed to communicate directly with the head teacher to organize a convenient space for meeting the participant and discussing their observations. When the participant was asked to prepare a lesson involving certain skills for the upcoming class, the participant was not always able to define the main skill taught in the lesson. This revealed that the participant was not aware of the structure of the curriculum’s units and each unit’s lessons: reading/comprehension, grammar/speaking, grammar, and writing. It thus became important for the facilitator to help the participant select a lesson that could represent one of these four skills. The researcher learned that she needs to focus on main themes during post-lesson discussion, specifically: objectives, students’ learning, and assessment

¹¹ Teachers are requested to write down their lesson plans which include the objectives, the instructional activities, assessment, and evaluation.

of students' learning. This proved most effective as these themes are, to a certain extent, related to all other topics concerning teaching practice. There is a possibility that participants do not prefer written assignments (journals). Thus, written reflection should be further enhanced with oral conversation (Kaywork, 2011). Upon noting this, the pilot study's participant answered the questions for the journals in a sequence that created a written dialogue between the researcher and the participant. The researcher decided to let each participant decide on the language of communication to exclude the influence of lack of proficiency on the results.

Each participant's results should be discussed individually, despite the fact that one objective of the research is to reach a generalization about novice teachers "as a process of theory formulation for further applications" (Mayring, 2007, p. 1). However, due to the exploratory nature of qualitative research and the small sample size in this study, generalization should be carefully considered. Research (Polit & Beck, 2010, p.1451) showed that generalization is widely-acknowledged as a quality standard in quantitative research, but it is more controversial in qualitative research. The goal of most qualitative studies is to provide a rich, contextualized understanding of a certain human experience through the intensive study of particular cases.

Mayring (2007) argued that "generalization is necessary in qualitative research, but we have to differentiate different aims of generalization... There are different possibilities to arrive at a generalization" (Mayring, 2007, p. 1) including: random or stratified samples, argumentative generalization, variation, and triangulation (Mayring, 2007). Consulting Firestone (1993), three types of generalization can be suggested: "sample-to-population extrapolation, analytic generalization, and case-to-case transfer" (p.16). Firestone (1993) supported the use of case-to-case transfer and analytic generalization in qualitative research but not the use of sample-to-

population extrapolation. For case to case transfer, Firestone (1993) concluded that “the researcher has an obligation to provide a rich, detailed, thick description of the case” (p.18) and that “the [individual] cases should also be as like the population of interest as possible” (p.19). In qualitative research, Ercikan and Roth (2006) argued that generalization is “a descriptor for the tendency of inferences to go beyond the context and participants involved in the research” (p. 22). For the aforementioned reasons, each participant’s case is considered individually; then a cross-comparison of the participants follows in order to show similarities, differences, and patterns in the context of the study’s three questions. The strengths of these two methods offer a combination of details, context, and in-depth analysis of each case before investigating the transferability of the results. The cross-comparisons in this study shed light on reflection as a context for allowing deep understanding, on the context and levels of reflection which allow a gradual vertical understanding of reflection, and finally on the types of knowledge involved in reflection activities. The comparisons can therefore address the three questions presented by this study in turn and present viable generalizations regarding novice EFL teachers.

3.5 Data Collection

Instruments designed to be used in schools and classroom settings for qualitative data collection typically come from fieldwork. The qualitative methods used in this study included three kinds of data collection: in-depth as well as open-ended interviews; direct observations; and written journals (documents). These data collection instruments were chosen to serve the objectives of this dissertation. The themes, patterns, and understandings that emerge from this study are therefore the results of qualitative research (Patton, 2002).

3.6 Descriptions of Data Collection Instruments

Various instruments were used in this study, what follows is an overview of the sequence and goal of these instruments, followed by a detailed description of each of the data collection instruments: structured interviews about reflection, pre-interviews, post-interviews, discussions of the observations, response journals, and reflective journals.

Table 6 describes the sequence and use of the research instruments:¹²

Instrument	General goal	Time (Duration)
Structured interviews about reflection	Exploration of the concept of reflection in teaching	The second meeting with the participant (30- 40 min).
Pre-interview	Participant identification of objectives, activities, assessment, and evaluation of the lesson	Before teaching the lesson (3-5 min)
Observation	Observation of teaching practices in an authentic setting	During the lesson (40 min)
Post-interview	Participant identification of objectives, activities, assessment, and evaluation of the lesson, initial reflection on what went well, did not go well, and could be improved	After the lesson (3-5 min)
Discussion of observations	Exploration of the participant's practices, statement of the problems and suggestion of alternatives	At least one day after the observation (40-60 min)
Response journal	Participant response to and reflection on the facilitator's questions in order to clarify and deeply explore specific practices in the videotaped lesson.	After the discussion
Reflective journal	Participant reflection on a self-chosen skill and a specific lesson within the framework provided by the researcher	After the response journal

Table 6: The chronological order of the use of the research instrument

Table 7 explores and reveals the function(s) of each instrument:

Instrument	The function
Structured interviews about reflection	Explore the participants' conception of reflection Explore the contexts in which the participants' reflect in their daily practice Explore the participants' reflections concerning specific activities utilized in this dissertation
Observations	Practically link theory with practice Make data available to compare (when combined with the use of other instruments) what the participants think to what they practice Serve as the basis for discussion of and reflection on the participants' teaching experiences Illustrate the participants' hidden beliefs

¹² The language of communication between the researcher and the participants was Arabic, a result of participant choice. However, the journal questions were posed in English. With the exception of participant 3, the participants responded to the journal questions in Arabic.

Discussion of observations	Pre-interviews: Discuss options and problems in planning the main elements of a lesson: objective, instructional methods, and assessment Post interviews: Offer main impressions of a given practice Discussion of the observations: Provide an opportunity for guided reflections
Journals	Response journals: Challenge the participants to explore certain themes based on their practices Reflective journals: Provide the participants with space to discuss and reflect upon experiences, challenges, problems and concerns

Table 7: The function of each research instrument

3.6.1 Structured Interviews

The structured reflection interview in this dissertation is a modified version of that developed by Pedro (2001).¹³ These structured reflection interviews utilize fifteen questions to explore the concept of reflection as perceived by the participants. The interview measures the following components: the concept of reflection, reflective practice, examples of reflection, factors that motivate reflection, and the role of others in reflective practices.

Structured interviews allowed the interviewer to work through an interview schedule composed of wh-questions. Wh-questions are open-ended and therefore prove suitable for small samples that allow respondents to include more information. However, such questions depend on the researcher's skills, meaning that both the questions and the analysis of the data can be easily biased. For this reason, the researcher followed set procedures in accordance with the study's goals to analyze the data.

At the outset of the dissertation, participants were interviewed to explore their conceptions of reflection. Before the study's active intervention, these structured interviews were able to examine the teachers' understandings of reflection relating to their experiences as English teachers. All interviews were audio recorded.

¹³ Appendix B, p.283

3.6.2 Classroom Observations

Classroom observations consist of four steps: Pre-interviews, observations, post-interviews, and discussions. These each serve a separate purpose, as described below:

Before the classroom observations, the facilitator asked the participant three questions: (a) What are your objectives? (b) What will you do to achieve the objectives? And (c) How will you know that you have achieved your objectives? The objective of asking such questions is to let the participant critically consider three aspects of teaching: objectives, teaching strategies, and assessment of students' learning. The classrooms of each participant were observed. Classroom observations were videotaped. Four lessons were observed, representing the four skills/competences in language learning respectively: reading/comprehension, speaking/grammar, listening, and writing. After the end of the classroom observation, the researcher asked the teacher to respond to these questions: (a) What were the objectives? (b) What did you do to achieve these objectives? (c) How did you assess your students' learning of the objectives? The facilitator¹⁴ waited at least one day to discuss the lesson. During this follow-up visit, the facilitator discussed observations from the lesson with the participant. Allowing time between teaching practices and the discussion of such practices is extremely important. It provides the participant with time to think about the actions and activities she performed to teach the lesson's objectives. Then, the facilitator asked questions about teaching practices and how they could be improved. Smyth (1992) claims that novice teachers need to answer specific questions: What do I do? What does this mean? How did I come to be like this? How might I do things differently? The facilitator took these suggestions into consideration and posed questions about teaching practices using what, why, and what is next? The aforementioned questions are

¹⁴ The researcher

paramount for the structure of the discussion because they set the foundation for further proceedings: the facilitator asked the participant introductory questions: (a) What went well? (b) What did not go well? (c) What could be improved? (d) Were the objectives achieved? Then, the facilitator and the participant explored the alternatives by answering further questions and reaching an agreement on several points for improvement. The questions asked during discussions mainly focused on the learning process (the objectives, the instructional activities, and assessment), actions to be undertaken in the future, and reflection on failure. Examples of these questions are: What have you learnt from this lesson? How can you integrate what you have learned in your teaching? What problems did you experience? What problems did your students experience? What can you do to solve these difficulties? The objectives of such questions are to organize and promote reflective practice.

It is important to consider that different types of questions can lead to new ways of thinking. For example, the questions “What I will teach/what have I taught/what are my objectives/instructional tools/assessment tools” require a reflective process-analysis of the method or approach used by the participant. “What do I do?” is formative in nature and aims to develop abilities. The questions “How might I do things differently?” and “What I will change?” require reflective self-evaluation of a particular type of practice in reference to certain standards. This is summative in nature and aims to develop goals and standards. The researcher supported further dialogue by using the following: Asking WH-questions to promote participants’ identification of details, descriptions, and justifications related to the relevant practice; Exploring other alternatives; Discussion of what practice could be changed and why; Discussion of what practice could be kept for future practices and why; and Discussion of suggestions.

3.6.3 Writing Journals

Journals are used after the discussion, when teachers have developed a sense of objectives, teaching practices, assessment, and alternatives. The objectives of writing journals are to extend the participants' thinking about their teaching practices, students' learning based on observations in classrooms, and to explore the teachers' conceptions and attitudes towards certain practices. For both objectives, classroom observations are considered the practical models for writing journals.

Two kinds of journals were used: response journals and reflective journals. Response journals are journals that participants wrote as a response to the facilitator's questions after the discussions of the classroom observations. Based on classroom observations, participants were asked questions aimed at extending the reflective discussion with the facilitator. Questions were formulated after the facilitator read all the data collected about the specific participant (interviews, discussions).

Response journals were used to extend the participant's consideration of her teaching practices and her students' learning. During the discussion sessions, there were some issues that needed more elaboration or clarification, or which had not been completely understood during the discussion. These journals offered an opportunity for the participants to reflect on their performance in writing and allowed them time to review the videos, explore their thinking, and justify their teaching practices. The aim of these journals was to clarify and explore the practices and beliefs that weren't otherwise satisfactorily explored, due to either time limits, the facilitator's need to develop a greater understanding of participants' concepts or practices, and/or the facilitator's belief that it would be beneficial for the participant's development if she reflected on certain aspects.

After a certain skill was observed and discussed, the participants were asked to teach the same skill with a different focus, pertaining to reading, writing, listening, or speaking and to reflect on their teaching practices and their students' learning. In this case, the researcher did not visit the classroom. The participants were given instructions and hints to help them in their writing without limits on the extent of their reflection.

The journals are used to let participants reflect upon a lesson of their choice. These journals may recover participants' concerns that were not prominent during classroom observations and/or to reflect critically on salient issues raised in classrooms focusing on specific lessons with a focus on a particular skill as a teaching practice. The participants were asked to write at least one reflective journal per skill/competence. The purpose of reflective journals is to provide opportunities for the participant to reflect on her learning experiences, express opinions, and clarify ideas. Participants were given questions to guide their reflection.

Table 8 summarizes the main advantage and disadvantage of each research instrument:

Research instrument	Main advantage	Main disadvantage
Pre-lesson interview	Provides the occasion for planning the main elements in a lesson: objective, instructional methods, and assessment	Participant may feel that she needs to stick to what she asserted during this step
Teaching a lesson	Tests a theory in practice and provides a record of the teaching practices	Being videotaped and observed by an "outsider"
Post-lesson interview	Offers main impressions of a given practice	Participant is likely still overwhelmed by the experience of teaching
Discussion of the observation	Offers guided reflection offered and supported by a teacher educator	Participant likely feels offended during the discussion
Response journal	Extends the opportunity for discussion in a written context, giving the Participant more time to think and reflect	Guided reflection may not be possible because of the absence of immediate feedback. Answers might not reflect reality.
Reflective journal	An opportunity to choose a practice case to reflect	Guided reflection is lacking due to the absence of immediate feedback. Answers might be copied from the teacher's book without real reflections. Truly critical "incidents" that need to be explored might be ignored/ omitted by the participant.

Table 8: The main advantage and the main disadvantage of each research instrument

Each of these qualitative instruments established an intersecting component of this dissertation as each in turn informs the analysis and thus also the conclusion of this dissertation. This dissertation introduces written and verbal reflective practices relevant to EFL classrooms settings. It uses interviews, journals, and discussions to investigate the teaching practice before, during and after the teaching practice. It emphasizes the role of guided reflection in EFL novice teacher development by using discussions of observations and journals. The combination of such instruments and different stages of time of reflective practices in term of content, context, and themes in simple practical producers is distinct and outstanding proposal for teacher development. This allows the EFL novice teacher to explore and reflect on her practices using different strategies at different times, taking the challenges and problems she experiences into consideration.

3.7 The Researcher's Role as Facilitator

The researcher served as the key instrument for data collection and analysis in this study. She designed the research instruments and collected the data. The researcher assumed the role of facilitator (teacher educator) in the reflective practices during the study. In consulting Davis (2006), teacher educators should encourage teachers to move beyond description and consider the learners, the learning process, and the content involved when reflecting on their teaching experiences.

In this dissertation, the researcher's goal was to encourage participants to produce productive reflection during scaffolding processes (Vygotsky, 1978). The researcher asked questions about the main aspects of classroom management to facilitate productive reflection and outcomes that integrate ideas about teaching such as knowledge of the subject, instruction

techniques, and assessment (Kayword, 2011). In addition, the researcher consulted the teacher's book which adopts the Communicative Approach.

The researcher used the following strategies to ensure her success: asking questions to provide a framework for structured written experiences; when appropriate, providing feedback and support; highlighting important aspects and asking the participant to reflect on them; being a good listener; identifying connections between different experiences; and creating and working in the Zone of Proximal Development (Vygotsky, 1978).

Based on extensive literature review, the researcher took certain educational aspects into consideration when developing the groundwork for her design of the instruments and her discussions with the participants. These important aspects are: The participant is thus the center of the reflection process (Dewey, 1933; Schön, 1983); participants are researchers (Stenhouse 1975; Schön 1983); knowledge and skills result from different levels of cognition (Bloom, 1956); reflection is a lifelong learning processes (Belanger, 2011; Sharp, 2003); the process of facilitation should provide participants with opportunities to reflect; and a structured reflection approach involves reflection structured by a facilitator (O'Sullivan, 2002; Pedro, 2001; Gelter, 2003; Onorati & Bednarz, 2010; Davis, 2006).

It is worth mentioning again that unique personal characteristics have the potential to influence the researcher and her collection of empirical materials (Rubin & Rubin, 2005). Nevertheless, the researcher's role as an instrument for data collection has been recognized by many researchers in the field of qualitative research (Xu & Storr, 2012; Merriam 2002). The researcher's facilitative interaction could create a conversational space where the participants feel safe to share their experiences (Owens, 2006). The researcher of this dissertation tried to

avoid biases in each of the study's categories: the facilitator's/researcher's bias, biased questions, a biased sample, and biased reporting. The researcher attempted to control both facial expressions and tone while interacting with the participants. At the same time, the researcher repeatedly checked the question guide developed for the structured interviews, discussions, and journals. However, flexibility in the questions accounted for individuality in the participants' practices, beliefs, backgrounds, and attitudes. During data collection, the same instruments were used based on the standards the researcher developed for the data collection process. For example, the four skills/competences were observed in each of the four participants. The time span between the classroom observation and the discussion was the same in each case. The major questions addressed objectives, teaching activities, and assessment.

3.8 Data Analysis

The questions themselves and the data collected therefore determine the procedures necessary for analysis. In this qualitative study, the data analysis is ongoing, recursive, and dynamic, emerging from the data rather than concluded a priori (Merriam, 1988). In the following section, the researcher illustrates the analytical approach of the dissertation's questions and their usefulness for the data analysis in this study.

3.8.1 Question I: How did the participants understand reflection?

The semi structured interviews about reflection examined the concept of reflection, reflective practices, and their development. Participants were asked about their understanding of the term reflection, any reflective teaching practices, the first time they heard the term reflection, whether or not they consider themselves reflective persons, any possible examples of their own reflection, courses that helped them reflect, opportunities to reflect, ways in which they reflect at

school during service, how such reflection is used, and whether or not the mentor/supervisor/head teacher helped them develop activities associated with reflection.

Each phase of analysis involves the sorting of data collected into categories so that meaning is brought to the participants' responses (Rossman & Rallis, 1998). The first phase entails a general review of information; a first reading of the data collected by the researcher. The transcripts of reflection interviews were read and general comments and notes were made. The transcripts were read again for more details and for deduction of data patterns. In the second phase, the main themes using words and phrases that served as a label of the participants' responses, thoughts, and beliefs were highlighted. The comparison method (Lalik & Potts, 2001) was used while reading the data to determine the themes that were elicited within and across the participants' responses. "The task of the qualitative researcher is to find patterns within those words (and actions) and to present those patterns for others to inspect while at the same time staying as close to the construction of the world as the participants originally experienced it" (Maykut & Morehouse, 1994, p18). The data was examined to find themes that appeared across the cases. Recurring themes were noted, including: thinking, possibilities, evaluation of one's own practices, criticism of one own practice and anticipation of problems. Such themes revealed the core of "reflection" as perceived by the participants and highlighted the function it serves for these novice teachers. Examples of reflective practice were taken from the responses the participant gave to the direct question about examples of reflection. The responses were transcribed and read for themes. They were then extracted and compared to gain understanding about the concept of reflection and the way it serves the participants' practices. The results helped turn additional focus to the role of the others in the profession in promoting reflective practices. Data were read to isolate incidents that indicated the role others played in the novices'

reflective practices.

The themes of reflection were read for thematic and cross-categorical relationships and patterns. The codes (the definition of reflection, the definition of reflective practices, the role of others in the profession in promoting reflection, etc.) were sifted out of the main themes and reduced to aid in analysis. In the last phase of the study, the participants' responses were quoted to elaborate or emphasize the theme and its meaning.

3.8.2 Question II: In what contexts did the participants engage in reflective practice?

The answer to this question presented a challenge. The problem was in defining the term "context." For the purpose of this dissertation, the context of reflection can be seen as the settings and the opportunities that surround an incident of recalling, describing, thinking about, or considering reflection processes for a certain teaching activity related to specific beliefs and attitudes.

Although the dissertation used the instruments in a chronological order, the dissertation did not primarily focus on the development of thinking, concepts, and reflective practices. Instead, it attempted to provide different contexts for the participants to think about and reflect on their practices, beliefs, and attitudes. The researcher's ambition is to provide a hands-on guide to integrating reflective processes in the development of novice teachers. This study was designed as a precursor to such a guide, aiming to make participants more comfortable with the initial insecurities they may feel as beginners in the teaching profession.

The question "In what contexts did the participants engage in reflective practice?" investigates the contexts in which novice English teachers find opportunities to reflect. To answer this question, it is important to analyze the structured interviews, the pre-and post-

observation interviews, as well as the discussion of observations and journals. These different strategies - the structured interviews, pre-and post-observations interviews, discussion of observations, and response and reflective journals, were used to promote reflection, offer a unique discourse for reflection and provide opportunities for critical thinking. The manner in which these strategies allow reflection is as follows: The pre- and post-interviews offer fresh conceptions and immediate thoughts concerning teachers' perceptions of their practices. Discussions of lesson observations give participants space to think about their practices after they watch the video-recorded observations with the guided reflection offered by the facilitator. The journals (both types) offer the participants the opportunity to write their thoughts in words and serve as a space for thinking about and referring back to the lesson.

To analyze Question II, a preliminary phase of analysis was performed including the highlighting of phrases that include description, and interpretations of teaching incidents and planning, as well as those indicating thinking and reflection. During the first round of analysis, the focus turned to identifying the most practical framework for the contexts and the levels of reflection (Chapter III), leading to the decision to adopt Lee's (2005) three levels of reflection (Table 9). The justification of the selection of this framework for the levels of reflection is most prominently found in the chronology of the instruments used to collect the data.

Recalling/Description level (Level 1)	Rationalization level (Level 2)	Reflectivity level (Level 3)
One describes, recalls, and interprets an experience without looking for alternative explanations	One searches for relationships between different parts of experience, interpreting the situation with reasons and generalizing experience	One approaches her own experiences with a view to change or improve future practices and to analyze a given experience from various perspectives and become aware of the influences of these diverse perspectives

Table 9: Levels of reflections in terms of depth¹⁵

¹⁵ (Lee, 2005)

Each data collection instrument was developed with the intent of reaching a certain level of reflectivity for the participants. Table 10 illustrates how each of the current research instruments was expected to function in terms of level of reflection.

Research instrument (chronological order)	Expected questions		Expected depth or level of reflection	
Pre-lesson interview	What are the objectives? What are the instructional techniques and strategies? What are the assessment techniques?		Description level, rationalization level	
[Lesson teaching]	Provides opportunity for reflection in-action, provides an opportunity to test the theories in practice.			No intervention is made during the teaching of the lesson
Post-lesson interview	What were the objectives? What were the instructional techniques and strategies? What were the assessment techniques?		Description level, rationalization level	Guided reflection could be conducted if required
Discussion of lesson observation	What were the objectives? What were the instructional techniques and strategies? What were the assessment techniques? What went well? What did not go well? What things would you change when you teach the lesson again?		Description level, rationalization level, and reflective level	Guided reflection
Response journal	What were the objectives in reference to the teacher's book? What were the instructional techniques and strategies suggested in the teachers' book? What were the assessment techniques in comparison to the teacher's book? Depending on the content of pre-interviews, observations, post-interviews, and discussions, further questions were developed to explore major issues in the participant's practices.		Description level, rationalization level, and reflective level	Guided reflection on the observed lesson
Reflective journal	Depending on the issues covered in pre-interviews, observation, post-interviews, discussions, and response journals, questions were developed to deeply explore specific issues in the participant's practices.		Description level, rationalization level, and reflective level	Guided reflection on a specific competence and skill

Table 10: The expected level of reflection from each of the research data collection instruments

In short, the present question focuses on reflection in terms of time and levels (depth) of reflection (Table 11). The research instruments, which are used to stimulate reflection, serve to organize the time of reflection in order to further develop the depth of the expected reflective practices.

Research instrument	Level of Reflection*	
	In terms of time	In terms of depth
Pre-lesson interview	Provides the opportunity to plan actions and predicts difficulties	Planning, description of expected objectives, teaching methods, and assessment
[teaching a lesson]	Provides the opportunity for reflection in-action	Implementation of what has been planned in practice, experiment of theory in practice
Post-lesson interview	Provides the opportunity for reflection-on-action	First impression description of after practice, recalling, and a brief of objectives, instructional activities and assessment.
Discussion of lesson observation	reflection-on-action, reflection for action	Description level, rationalization level, and reflective level
Response journal	reflection-on-action, reflection for action	Description level, rationalization level, and reflective level
Reflective journal	reflection-on-action, reflection for action	Description level, rationalization level, and reflective level

Table 11: Levels of reflection and depth of reflection for the research instruments

The participants start out thinking about their objectives, instructional methods and assessment methods. They test these theories in practice and deliver their perspectives of what objectives they have achieved, how they really teach their objectives, and what they have done to assess their students' learning of their planned objectives. The participants then have the opportunity to watch their practices at home as they are provided with videotapes of the observed lessons. This process is part of a participant-centered practice as the participant decides what she will do and no intervention from the facilitator is performed other than showing the preference of observing a language skill different from the skill that is previously observed. At the end, each participant is observed while teaching the four skills/competences.

A second phase of the process, which can be labeled as guided reflection, begins when the facilitator meets the participant to discuss the lesson observation. At the beginning of the discussion, the participant is again asked about the objectives, instructional methods, and assessment methods. The facilitator then questions specific practices, explores alternatives, and discusses limitations and behaviors. The researcher, who at this point has the role of facilitator, motivates the participant to help identify and focus on the main successes and failures of the

lesson. The aspects of the lesson that are not considered during this discussion, whether due to time limitations or other considerations, are addressed in the written context of the response journals. This interaction, a facilitated reflective practice, marks the first step for the participant to start her development of an autonomous reflective practice.

As a result of this preliminary analysis of the levels of reflection theoretically provided by the study's instruments, a concept for data collection for the analysis of results was developed for each of the respective instruments. The following section discusses the levels of reflection demonstrated during the use of different research instruments (context of reflection) as reflective strategies to collect data. The results were displayed primarily in terms of the stages used to collect the data. Data were then analyzed (in Chapter VI) in chronological order.

The dissertation assumes that the pre-interview represents the participant's first exposure to discussion with the researcher about the planned teaching practices. As a novice teacher, each participant was supposed to consult the teacher's book to develop an idea of the lesson's learning objectives, sequence of activities, assessment, and time management (distribution of activities). Pre-interviews were short and brief and lasted a maximum of five minutes. The facilitator clearly communicated this short timespan to the participants. It was also assumed that Level 1 (recalling) could be expected as a minimum of reflectivity during the pre-interviews.

During the post- interviews, it was assumed that participants had tested their theories pertaining to the lesson's objectives in real classroom practices. Reflection in this stage then focused on the aspects achieved or/and aspects of the lesson not implemented as planned, along with the participant's initial reason for this result. Post-interviews intended to provoke immediate reflection on the teaching session as a fresh experience, as they took place directly after the

respective lesson. Participants were expected to achieve Level 1 (recalling) as well as Level 2 (rationalization) during this stage of the study.

The dissertation's reflective discussion took place at least one day after the respective lesson observation and under the condition that the participants had watched the video recording of the classroom observation. The structure of this discussion was predetermined. First, the participants were asked to describe their objectives, instructional techniques, and strategies as well as the assessment used in the classroom. The participants then responded to specific questions asked by the facilitator in order to elaborate on or explain certain aspects of the lesson. Finally, the facilitator facilitated discussion and investigation of aspects of the lesson and/or alternatives through suggestions based on the specific lesson. During this guided reflection and discussion of classroom observations, Levels 1, 2, and 3 (recalling, rationalization, and reflectivity) were expected of the participants due to the use of video recording, questions, discussions, and suggestions.

As was the case with regard to pre- and post-interviews as well as discussions, Levels 1, 2 and 3 of reflectivity were expected in response journals. The journal questions aimed to deepen the understanding of a certain aspect of the lesson in written form or to extend the discussion of a certain aspect of practice. When needed, the response journal also aimed to bring the reflectivity on a certain practice to a higher level.

In the reflective journals, the participants responded to questions developed by the researcher with regard to one specific lesson. However, their teaching practices were not observed by the facilitator during that lesson. This led to the expectation that participants would reach at least the levels 1 and 2 with their reflection. This means that more elaboration and

details were expected than in the post-interviews, discussions, and response journals. The discussion in these journals revolved around objectives, instructional activities, and assessment.

The data were read to develop an idea about the recurring themes for each individual participant.¹⁶ The focus was on three points: objectives, instructional activities, and assessment. Levels of reflection were given to each of these three elements. During guided reflection, some questions relating to these issues appeared, including teaching vocabulary, scanning skills, reading to find specific information. Those micro-categories were given levels of reflection to highlight their significance.

A challenge arose when the participant delivered a response irrelevant to the objectives, the instructional activities and assessment, a response that can't even be labeled as description. The decision was taken to label such responses as the lowest level of reflection. Another challenge was faced when deciding whether the use of the mother tongue (Arabic) in the EFL classroom should be classified under content knowledge, pedagogical knowledge, or pedagogical content knowledge. It was decided that the context is the main determinant for such classification. In addition, the justifications for such use are guiding factors in identifying the type of knowledge.

3.8.3 Question III: What were the main topics the participants reflected on?

This question focuses on the content of themes that emerged during discussions of the participants' teaching practices. The dissertation investigated teaching EFL which entails teaching the four skills/competences. The transcribed data of the pre-interviews, post-interviews, the discussions, the response journals and the reflective journals were read and categorized into

¹⁶ The data collected for each participant was read separately. The objective of the reading is to find the recurring and main themes relevant to the questions of the research study.

the three categories suggested by Shulman (1986).

Based on Shulman's (1986) components of the professional knowledge of teachers, three major categories associated with the contents of reflection are mainly discussed: content knowledge, pedagogical knowledge, and pedagogical content knowledge. These three aspects of teachers' professional knowledge are interrelated with the three main questions that are used to explore and motivate participants' reflection throughout the dissertation regardless of being asked before or after the teaching practice (action): What should one teach? How should one teach? And how should one assess teaching practice? The first question explores 'what' (content knowledge), the second question investigates the relation of the "how" knowledge and the "what" knowledge (pedagogical knowledge and content pedagogical knowledge), and the third question investigates the ways in which the participant assesses the content (pedagogical knowledge and content pedagogical knowledge). In response to what to teach, the participant's responses are expected to focus on the objectives (content knowledge) of teaching certain lessons objectives or competences. In answering the second question of 'how,' if the participant reaches a developed level of reflection, then the participant is able to connect between content knowledge and pedagogical knowledge, resulting in content pedagogical knowledge in the EFL context. The response to the third question of what is achieved/the assessment of the content knowledge motivates the participant to connect the lessons' objectives to activities and techniques that are used to assess or to assess the students' learning of the content knowledge. In addition, it makes the teacher relate her pedagogical knowledge to her content knowledge (pedagogical content knowledge) in order to see what is achieved after the teaching (action).

In some cases, it was difficult to decide whether the knowledge displayed by the participant was pedagogical knowledge or pedagogical content knowledge as the participant did

not provide enough elaboration, in some cases, to make it easy to recognize the category of knowledge. In such cases, the participant's data were read to find indications that support or disprove the categorization.

3.9 Trustworthiness of the Data

Guba & Lincoln (1989) proposed four points that should be considered to serve the trustworthiness of qualitative research: credibility, transferability, dependability, and conformability. In line with Guba & Lincoln's (1989) main points, Shenton (2004), in an article titled "Strategies for Ensuring Trustworthiness in Qualitative Research Projects," developed a table of the provisions that may be made by the qualitative researcher who wishes to address Guba & Lincoln's (1989) main points for trustworthiness.

Table 12 illustrates the four main aspects which must be considered to maintain the validity and reliability of results.

Validity and reliability criterion	Possible provision made by researcher	Examples
Credibility	<ul style="list-style-type: none"> -Adoption of appropriate, well recognized research methods -Random sampling of participants serving as informants -Triangulation via use of different methods, different types of informants and different sites -Iterative questioning in data collection dialogues -Debriefing sessions between researcher and participants -Peer examination of project -Use of "reflective interpretation" -Description of background, qualifications and experience of the researcher -Examination of previous research to frame findings 	<ul style="list-style-type: none"> -Research instruments and data analysis were chosen in reference to literature. -Participants were chosen randomly from a small sub-population. Randomized sampling increases credibility (Patton, 2002) -Pre- and post-interviews, discussion of observations, response and reflective journals aiming to identify the contexts and contents of reflection. -Asking about objectives, teaching strategies, and assessment tools during each stage of data collection. -Debriefing session at the beginning of the research between each participant and the researcher. -Peer review of the research design,¹⁷ the interviews guide, the semi-structured interview, the results.

¹⁷ Two educators helped the researcher. One served as a second data analyst and analyzed the data a second time. The researcher analyzed the data twice with three months between analyses. The two analyses were compared and

		<ul style="list-style-type: none"> -Description of the researcher's background and her role as an instrument of data collection "facilitator" -Research instrument design, data collection procedures, and data analysis procedures were described in detail. -Previous research findings (chapter II).
Transferability	<ul style="list-style-type: none"> -Provision of background data to establish context of study -Detailed description of phenomenon in question to allow comparisons to be made 	<ul style="list-style-type: none"> - The novice teacher's programs approach was described in the context of the Palestinian teacher development system. -A detailed description of "reflection in the Palestinian novice English development" was provided.
Conformability	<ul style="list-style-type: none"> -Triangulation to reduce effect of investigator bias -Admission of researcher's beliefs and assumptions -Recognition of shortcomings in study's methods and their potential effects -In-depth methodological description to allow integrity of research results to be scrutinized -Use of diagrams to demonstrate "review trail" 	<ul style="list-style-type: none"> -Different instruments were used to answer the dissertation's questions. -The researcher tried to keep her beliefs and assumptions in control. She also discussed any suggestion she provided with the participants during the intervention. -In-depth methodological descriptions were provided for instrument design, data collection, and data analysis. - Tables were provided for more illustrations.

Table 12: The four main aspects of the validity and reliability¹⁸

Guba's (1981) thoughts give insight into the problems of defining trustworthy data and the implications this has for this study. This dissertation aimed to achieve triangulation through seeking data from multiple data sources using multiple methods, as previously discussed. Triangulation, which contributes to the trustworthiness of the study, entails multiple procedures so that multiple perceptions of a given phenomenon are provided in order to contribute to the clarification of meaning (Stake, 1994). Neutrality, conformability, consistency, dependability, credibility, and transferability are further factors employed to ensure the reliability and trustworthiness of a study in qualitative research (Lincoln & Guba, 1985). Validity and reliability are two further factors that should be carefully considered while designing, analysing, and judging a qualitative study.

the researcher used this chance to come up with one version of analysis. The second educator contributed to the discussion of the practicality of the research design in the Palestinian context.

¹⁸ Developed by Shenton (2004) in reference to Guba (1981) with modification. Source: Shenton, 2004, p.73, with modification. The examples (the third column) were inserted by the researcher of this research study.

Reliability is “The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable” (Joppe, 2000, p. 1). Kirk and Miller (1986) identified three types of reliability in the context of quantitative research: the steadiness of a measurement over time; the degree to which a measurement, given repeatedly, remains the same; and the similarity of measurements within a given time period. Reliability is concerned with the consistency, stability and repeatability of the participants’ accounts as well as the researcher’s ability to collect and record information accurately.

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are (Joppe, 2000, p. 1). Thus, validity is the way the research instruments are designed to answer the research questions. It is the way in which the research reflects the concepts or content the researcher attempts to measure. “Validity in qualitative research means “appropriateness” of the tools, processes, and data” (Leung, 2015) used to answer the research’s questions.

The instruments of the study were developed in reference to previous studies. For example, the structured interview designed to answer Question I was developed by Pedro (2001). The questions of the interview contained the same wording and context so that each participant could understand the questions in the same way. The sequence of activities followed by each of the participants addressed the four skills/competences in the same order: one reading/vocabulary lesson, one speaking/grammar lesson, one speaking lesson, and finally, one writing lesson. The use of open-ended questions allowed the participants to demonstrate their unique responses and thus individual thinking, concerns, attitudes, beliefs, and experiences with reflective practices.

Follow-up questions were used during guided reflection for clarification and for recovering the perspectives of the participants about their teaching practices, curriculum, and the practices suggested by the researcher.

The process of sampling was described in detail with reference to available literature. The dissertation included four participants to execute an in-depth analysis of novice teachers' reflections on their teaching practices. Relevant information about the four participants, their age, educational backgrounds, and schools has been noted.

The structures of the pre-interview, observation, post-interview, and the discussion of observations were developed in reference to the literature. The questions included in the response and reflective journals were developed after watching the videotaped lessons and the listening to the audio recordings of the pre-and post-interviews and the discussion sessions. The three main components of each lesson entailed: the objectives, the instructional activities, and the assessment. These components were the focus of the three main questions in the pre-interviews, post-interviews, the discussion of the observations, and the reflective journals, respectively. Questions on these components were also included in the response journals when necessary. The teacher's book was referred to for each lesson taught by the participants. However, room for reflection was left open to the participants' reflections on their teaching practices.

The data analysis investigated each question in detail. The data gathered was videotaped or recorded and then transcribed by the researcher and reviewed by a colleague. The data was analyzed by the researcher and a colleague to ensure accuracy.

3.10 Ethical Issues

Any research process creates tension between the aim of the research, a conclusion which allows for a broad application and cross-comparison of the participants, and the rights of individual participants to maintain privacy (Orb, et al, 2001). As a facilitator, the researcher was aware that participants might reveal confidential information and that they may even criticize the Ministry of Education's policy. For that reason, numbers were assigned to research participants in order to protect their confidentiality. In accordance with the researcher's request, the participants' real names were not noted by the Ministry of Education in relation to the study. All videos and audio materials were destroyed after the transcription of the data.

Chapter IV

4 The Results¹⁹

This chapter demonstrates the results of this dissertation's study. The responses of each question are presented separately in Appendix C.

4.1 Question 1: How did the participants understand the concept of reflection?²⁰

The participants' responses to the semi-structured interviews convey messages about their understanding of reflection and reflective practices as well as the factors that motivate them to reflect, which might influence their understanding and their teaching practices in their classrooms. The semi-structured interview was used as an instrument to collect data to answer this question and addressed the following sub-themes: The concept of reflection; the concept of reflective practice; factors that made the participant change/modify her practices; examples of the participant's own reflection; and the role of others in the profession in promoting reflective practice. Accordingly, the results of this question are categorized into five sub-sections. The quotes provided aim to both demonstrate and represent the participants' answers to these questions.

4.1.1 Cross-Comparison Results

As previously mentioned, the results for each individual participant will first be displayed separately. However, the following brief summary and comparison of the participants' responses to the first question is essential to establish the participants' responses collectively.

¹⁹ See Appendix C, p.275

²⁰ See p. 275

4.1.1.1 The concept of reflection

The four participants all defined reflection as thinking. Participant One perceived reflection as “*thinking about something*”. In addition, Participant Two perceived reflection as being “*familiar with something*”. Participant Three defined reflection as “*the broadening of horizons*”. Participant Four perceived reflection as “*a way of finding truth or the right practice or action for a certain situation*”. This final participant defined reflection as “*a feedback on past experiences and the discovery of a rationale for learning*”.

4.1.1.2 The concept of reflective practice

Participant One defined reflective practice as “*expectations of problems that may possibly happen in the classroom*”; mentioning also that it is a “multi-sided process” which includes the practice of “planning”. Participant Two thought that reflective practice implies “*the process of the comparison of the teacher’s plan to what is actually achieved in the classroom*”. According to the participant, reflective practice also includes “*changes in plans*” and studying situations to understand why learning did not happen as planned. Participant Three defined reflective practice as thinking about how to solve “*challenges in teaching the learning objectives*”, particularly to some students. Participant Four defined reflection as a moment of “*thinking about the whole process of teaching after teaching a lesson*”. It is a way of finding both “*the strengths and the weaknesses of the teacher’s personality*”.

4.1.1.3 What things made the participants change/modify practices?

Participant One did not find that university courses helped her to develop the concept or practice of reflection. Furthermore, the comments and feedback that were given to her by her supervisor were neither a major nor a driving factor in her reflective practice. Participant Two reported that the direct feedback received from interactions with students in the classroom motivated her to reflect. She added that practice/experience was also a factor which causes her to change her practices.

Participant Three changed her practice depending on the feedback she received from students, their performance, and their enjoyment of the classroom activities. Participant Four considered the feedback given by students' reactions to be the main factor that motivated her to reflect. Reading secondary material on classroom practices was also a source of motivation for her. In addition, she explained that practice in teaching was an inspiration to change classroom practices in order to bridge the gap between theory and practice. This participant further mentioned the outcomes of her class as a factor that made her reflect on her teaching practices.

4.1.1.4 Examples of reflective practice

Participant One mentioned some examples of reflection: The participant considered the preliminary "*planning*" of pre-planned practices before teaching practices a sort of reflection. Starting her lesson with an activity to interest students and break the routine instead of starting the lesson directly was another example given by this participant. A third example was the evaluation of behavior used in the class as a reflective practice to help her deal with students' (mis)behavior. Finally, this participant gave the example of the criticism of one's own practices as a teacher as a reflective practice for personal improvement.

Participant Two considered thinking about how and when certain questions should be asked to be an example of reflective practices. Another example was simply bearing in mind that she should start the lesson with an introduction (warm up activity) instead of starting class with the lesson's objectives.

Participant Three considered an example of reflection which resulted in changes in her teaching practices in order to accommodate students' learning styles and meet their learning needs. This involved linking reality, specifically examples "*from real life*," to grammatical rules in order to help some students to understand certain grammatical concepts. The participant gave further examples of adjustment to help students overcome fear of giving presentations as well as reflection on teaching of the wh-words "how, when, [and] why" using games and group work.

Participant Four suggested reflective practices in her discussion of bridging the gap between theory and practice as well as in her mention of changing classroom practices according to experience.

4.1.1.5 The role of the supervisor or the head teacher in reflective practice

Participant One wrote down all of the comments provided by the supervisor during discussion and she listened to the feedback without discussion and considered using the supervisor's comments for practice improvement and avoidance of mistakes in the future.

Participant Two was not visited by a supervisor. However, she was visited by her two head teachers since she was teaching in two schools. She wrote down the comments given during her post-class discussion with the head teacher. Other colleagues teaching the same subject matter at the school helped the teacher deal with teaching difficulties and managerial tasks.

Participant Three said that the foreign language instructors at her universities encouraged her to reflect by giving examples from reality. The participant received general but positive feedback from the head teacher and thought it was obligatory to consider this feedback in her practice even though she was in disagreement with the suggestions offered.

Participant Four reported that she benefited from some courses at the university. However, the participant did not give much attention to other colleagues' comments and hints, as she believed that she could learn directly from her experience teaching her students. However, she said that her reflection on other teachers' work helped her. The participant had not yet been visited by a supervisor at the time of the study and she was trying to find other resources to provide her with feedback about her teaching practices.

4.2 Question II: In what contexts did the participants engage in reflective practices?²¹

The following section summarizes the results for each participant. Each participant is considered an individual case and thus the results of each case are displayed separately. The timing of the activity of reflection (the pre-interviews, the post-interviews, the discussion of observations, the response journals, and the reflective journals) is taken into consideration with particular consideration of the objectives, instructional activities, and assessment. Thus, interviews (pre-interviews and post-interviews) and discussion of video-recorded classroom observations and journals (reflective and response journals) are subject to analysis. Each research instrument constituted a stage of reflection. The results are also sorted into subcategories according to the competences of reading, grammar, speaking, and writing. The results focus on the level of reflection in each reflection activity (data collection instrument),

²¹ See Appendix C, p.279

which is theoretically supposed to be chronologically higher when reflecting on the same observation, incident, idea and/or concept.

4.2.1 Participant One²²

Table 13 summarizes levels of reflectivity in the various aspects investigated in each of the data collection instruments for Participant One.

Instrument	Aspect of practice (for reflection)	Level of reflection achieved
Reading/Comprehension		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment techniques	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment	Recalling/description level
	Classroom management including students' misbehavior	Reflectivity level
Response journal	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment methods	Recalling/description level
	Aspects to change	Rationalization level
Reflective journal	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment	Recalling/description level
	Challenges in the classroom	Rationalization level
Grammar/Speaking		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities including using the native language in EFL	Rationalization level
	Assessment methods	Recalling/description level
Response journal	Objectives	Recalling/description level
	Instructional activities including using the native language in EFL	Rationalization level
	Assessment	Recalling/description level
Reflective journal	Objectives	Recalling/description level
	Instructional activities including cases in which she can use the first language during her teaching of grammatical	Rationalization level

²² See p. 279

	concepts in an EFL context.	
	Assessment methods	Recalling/description level
Listening		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment methods	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment methods	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities including the use of group work and pairs and vocabulary learning	Rationalization level
	Assessment	Recalling/description level
Response journal	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment techniques	Recalling/description level
	Instructional activities including suggesting changes for future practices	Rationalization level
	The time management	Rationalization level
Reflective journal	Objectives	Recalling/description level
	Instructional activities including using native language, integrating of silent and loud reading.	Rationalization level
	assessment	Recalling/description level
Writing		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment methods	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities including ways of facilitating students' learning and both the aspects that went well and the aspects that did not go well	Rationalization level
	Assessment	Recalling/description level
Response journal	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment techniques	Recalling/description level
Reflective journal	Objectives	Recalling/description level
	Instructional activities including aspects to change	Rationalization level
	Assessment methods	Recalling/description level

Table 13: Levels of reflectivity for Participant One

4.2.2 Participant Two²³

Table 14 summarizes levels of reflectivity in the various aspects investigated in each of the data collection instruments for Participant Two

²³ See p.287

Reading/Comprehension		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Rationalization level
Discussion	Objectives	Recalling/description level
	Instructional activities	Reflectivity level
	Classroom management	Rationalization level
	Advantages and disadvantages of group work	Reflectivity level
Response journal	Objectives	Recalling/description level
	Instructional activities including aspects to change in future practices	Reflectivity level
	Assessment	Recalling/description level
Grammar/Speaking		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives related to students' learning and skills	Rationalization level
	Instructional activities including the need to change a belief and practice	Rationalization level
	Assessment	Rationalization level
Discussion	Objectives including the prerequisite skills and knowledge	Rationalization level
	Instructional activities including changes in future practices and the use of native language in EFL context	Reflectivity level
	Assessment including questions to check previous knowledge	Rationalization level
Response journal	Objectives	Recalling/description level
	Instructional activities including role of teacher and role of students in achieving objectives	Recalling/description level
	Assessment techniques	Recalling/description level
Reflective journal	Objectives	Recalling/description level
	Instructional activities including changes in future practices based on aspects that did not work well	Reflectivity level
	Assessment	Recalling/description level
Listening		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities including the challenges she faced during teaching the lesson and the sequence of activities	Rationalization level
	Assessment	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities including the use of the native language and the individual differences in teaching listening	Rationalization level
	Assessment	Rationalization level

Response journal	Objectives	Recalling/description level
	Instructional activities including their sequence and relevant of listening to reading/comprehension skill.	Reflectivity level
	Assessment	Reflectivity level
Writing		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities including challenges in teaching writing and suggested in her future practice	Reflectivity level
	Assessment	Rationalization level
Response journal	Objectives	Recalling/description level
	Instructional activities	Reflectivity level
	Assessment	Rationalization level
Reflective journal	Objectives	Recalling/description level
	Instructional activities including their sequence and aspects to change	Reflectivity level
	Assessment	Recalling/description level

Table 14: Levels of reflectivity for Participant Two

4.2.3 Participant Three²⁴

Table 15 summarizes levels of reflectivity in the various aspects investigated in each of the data collection instruments for Participant Three

Reading/Comprehension		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities including their sequence and changes for future practices	Reflectivity level
	Assessment in reference to individual differences and objectives	Reflectivity level
Response journal	Objectives	Rationalization level
	Instructional activities	Rationalization level
	Assessment	Reflectivity level
Reflective journal	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Rationalization level

²⁴ See p. 296

Grammar/Speaking		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Recalling/description level
Discussion	Objectives	Rationalization level
	Instructional activities including changes in future practice, discussion of two alternatives, and cases of using native language in FLT	Reflectivity level
	Assessment	Rationalization level
Response journal	Objectives	Recalling/description level
	Instructional activities including the aspects that went well and time distribution to each activity	Rationalization level
	Assessment	Recalling/description level
Reflective journal	Objectives	Recalling/description level
	Instructional activities connecting activities to detailed objectives and students' learning	Rationalization level
	Assessment	Rationalization level
Listening		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objective	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities connecting the activities to learning and the objectives, aspects to change in future practices and individual differences	Reflectivity level
	Assessment	Rationalization level
Response journal	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment	Rationalization level
Reflective journal	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Rationalization level
Writing		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment	Recalling/description level
Discussion	Objectives	Rationalization level
	Instructional activities including the sequence of the activities and the instructional aids	Reflectivity level
	Assessment	Recalling/description level
Response journal	Objectives	Recalling/description level
	Instructional activities including challenges during teaching writing and learning through playing	Rationalization level
	Assessment	Recalling/description level
Reflective	Objectives	Recalling/description level

journal	Instructional activities	Rationalization level
	Assessment	Rationalization level

Table 15: Levels of reflectivity for Participant Three

4.2.4 Participant Four²⁵

Table 16 summarizes levels of reflectivity in the various aspects investigated in each of the data collection instruments for Participant Four:

Participant Four		
Reading/Comprehension		
Pre-interviews	Objectives	Description level
	Instructional activities	Description level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Recalling/description level
Discussion	Objectives	Rationalization level
	Instructional activities including future changes, instructional instruments to facilitate learning and the use of the native language	Reflectivity level
	Assessment in reference to students' individual differences and learning	Rationalization level
Response journal	Objectives	Recalling/description level
	Instructional activities including modification of some practices	Reflectivity level
	Assessment including a worksheet to promote assessment in the future	Reflectivity level
Reflective journal	Objectives	Recalling/description level
	Instructional activities including suggestions to improve reading skills and implementing the teacher's book in real practice	Rationalization level
	Assessment	Recalling/description level
Grammar/Speaking		
Pre-interviews	Objectives	Description level
	Instructional activities	Rationalization level
	Assessment	Recalling/description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Recalling/description level
Discussion	Objectives	Rationalization level
	Instructional activities	Rationalization level
	Assessment	Recalling/description level
	Classroom management	Rationalization level
Response journal	Objectives	Rationalization level
	Instructional activities	Reflectivity level
	Assessment	Rationalization level
Reflective	Objectives	Recalling/description level

²⁵ See p. 304

journal	Instructional activities	Rationalization level
	Assessment	Rationalization level
Listening		
Pre-interviews	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Recalling/description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities in reference to students' learning and improvement of practice	Reflectivity level
	Assessment	Rationalization level
Response journal	Objectives	Recalling/description level
	Instructional activities	Reflectivity level
	Assessment	Rationalization level
Reflective journal	Objectives	Recalling/description level
	Instructional activities	Reflectivity level
	Assessment	Rationalization level
Writing		
Pre-interviews	Objectives	Description level
	Instructional activities	Rationalization level
	Assessment	Description level
Post-interviews	Objectives	Recalling/description level
	Instructional activities	Recalling/description level
	Assessment	Recalling/description level
Discussion	Objectives	Recalling/description level
	Instructional activities	Reflectivity level
	Assessment	Rationalization level
Response journal	Objectives	Recalling/description level
	Instructional activities including advantages of writing in groups or pairs	Reflectivity level
	Assessment	Recalling/description level
Reflective journal	Objectives	Recalling/description level
	Instructional activities	Rationalization level
	Assessment	Reflectivity level

Table 16: Levels of reflectivity for Participant Four

4.3 What were the main themes the participants reflected on?²⁶

This question examines the knowledge elicited from the content of reflective activities with its various levels. The purpose of this question is to examine the knowledge extracted from the data in order to understand the primary themes the participants considered during their first

²⁶ See p.313

year of teaching. The reflective process is being studied so that the participants' concerns are understood and addressed in more detail as understood by the participants themselves.

The following analysis of data for the investigation of Question III is illustrated for each individual participant. The data is shown in a table divided into three categories: content knowledge, pedagogical knowledge, and pedagogical content knowledge. Then, a summary of conclusions and reoccurring themes follows, illustrated in groups related to core English content, pedagogical knowledge, and English pedagogical knowledge.

4.3.1 Participant One²⁷

4.3.1.1 Content Knowledge

For Participant One, the main theme that emerged in the area of content knowledge was the lesson's objectives. Objectives were described briefly and they were unclear. The objectives were derived from the different research instruments and proved inconstant. They were not knowledge-based objectives, skills-based objectives, or affective objectives (The Center for Teaching and Learning,²⁸ 2018). For example, the response to the question about the objectives in the reading/comprehension pre-interview was: "*I will teach the text about this Arab scientist.*" However, it was "the map" in the in the reading/comprehension post-interview. Furthermore, the descriptions of teaching²⁹ objectives were not clear. For example, when asked about the objectives of teaching the reading text, the participant responded with the mere words 'the map' and, when the facilitator tried to motivate the participant to think

²⁷ Table 17, p.313

²⁸ Author is not mentioned in the online source.

²⁹ The researcher used the word "objectives" in the context of Participant One with thoughtfulness and consideration due to the unclear identification of the objectives by the participant.

about the lesson as a skill-based sample (reading/comprehension lesson), the participant mentioned some objectives with further questions.

R: What are the objectives of this lesson?

P: I wanted to teach them about Ibn Sina and introduce the new vocabulary.

R: What is the dominant competence here? Let's look at the lesson.

P: The students need to learn new vocabulary, understand the text and answer the questions.

R: What about the vocabulary?

P: They need to learn their meaning and their pronunciation.

R: And the text?

P: They need to understand the text so they answer the questions.

The wording of the objectives improved in the reflective journals, for example, in the reading/comprehension lesson:

My objectives are to present new words, teach students some words about the weather, also achieve the ability to find answers from the text and use the words in full meaningful sentences, besides [achieving] the main objective of the unit to teach students about the different climates in Palestine.

The other theme in the content knowledge of Participant One was vocabulary, grammatical concepts, and main ideas as the points of focus in a comprehension text. Aside from this, the participant mentioned a pronunciation mistake that she made during the lesson, “*I think I made a pronunciation mistake.*” In terms of vocabulary, with the help of the facilitator, the participant was able to perform a content analysis for vocabulary content. In response to frequent questions asked by the facilitator, the participant identified the objectives for content knowledge and stated that teaching vocabulary means teaching the meaning of new words in context, their spelling, and their pronunciation. With the guidance of the facilitator, content analysis was possible:

P: First of all, I presented past continuous.

R: What is the past continuous?

P: It is the verb to be+ verb (infinitive)ing

R: What do you mean by the verb to be here, in which case?

P: Past.
R: Yes.
P: Was, were.

The elements of tense and the comparison of two tenses, listening as a skill, punctuation marks, and the skill of ordering sentences were provided as objectives by the participant in the speaking/grammar lesson, listening lesson, and the writing lesson respectively.

4.3.1.2 Pedagogical Knowledge

The students' participation in the classroom was used by the participant as an indicator for the assessment and success of the lesson as well as the achievement of its objectives. The students' participation was measured by the participation of high achievers. There was no connection made between the students' participation and the quality and content of questions/answers. More specifically, the participant did not identify any particular students as able to answer questions related to certain objectives. Moreover, the assessment used by the participant did not significantly relate to the objectives or the design of instructional activities.

In addition, according to Participant One, assessment was centered on one category of students, namely high achievers who expressed their desire to participate by raising their hands. Neither other students nor individual differences and learning styles were addressed by the participant. The participant used examples for clarification during her teaching practices. Although Participant One dislikes group work and partner in her classrooms, the facilitator's questions motivated her to indicate that students can learn from each other if they work in pairs as they motivate and help each other. She believed that when students work in pairs or groups, failure and chaos can always be expected. The participant used instructional aids

because such instructional aids attract students. Chalkboard usage and PowerPoint presentations were her most frequently mentioned teaching aids.

The participant believed that some students, namely 'low achievers,' never learn, as their skills and knowledge are so weak. She thought that if the students failed to answer or learn, their previous knowledge and skills were thus insufficient to meet the objectives of the lesson. Consequently, she holds the opinion that those students are unable to learn. In addition, in cases in which the students do not have the required skills and knowledge to proceed, the challenge of teaching such students could not be solved by the participant because she concentrated her focus on materials that she wants to cover by the end of the semester. High achievers are the only ones who are willing and able to learn at this pace.

The participant said that she learned about new teaching strategies in EFL during her time at the university. However, her time in the classroom is limited, especially for using or applying new teaching strategies or to attend to low achievers in her classroom. In addition to time limitation as an obstacle, a busy teaching timetable also hinders time for such strategies. They prevent the participant, based on the instruments used and her own statements, from thinking and trying new methods. The participant did not consider using new teaching strategies to face the challenges experienced in her classroom as she thought that this will result in failure. She believes that obstacles in the classroom including the problems of low achievement and time limitation cause failure.

Classroom control and management constituted a frequent and major problem for the participant. She thought that classroom control could be lost if group or pair work were implemented. The noise that might result from interaction between students and the

potentially resulting chaos are a real concern for the participant. Speaking without permission is understood by her as misbehavior and a demonstration of impoliteness. For Participant One, students are not used to discipline or rules and thus there is no hope of teaching them to respect rules in the classroom. The participant thought that students should be punished if they do not respect her rules. In guided reflection, the facilitator discussed classroom management with the participant, addressing control by means of classroom routines and arrangements. When students work in pairs, they can help each other, but this does not currently work in the participant's classroom. However, the reinforcement of students and addressing their individual differences may lead to more participation. Time spent reflecting upon and developing discipline and instructional skills decreased in Participant One's practice, whereas the time spent on lesson preparation and students' level of understanding increased as the participant gained experience as those issues appeared in L1 and L2 but not in L3 and L4.

4.3.1.3 Pedagogical Content Knowledge

Starting with assessment, the strategies of assessment themselves were not significantly correlated with objectives or with the design of instructional activities for Participant One. To go into more depth, the instructional activities used by the participant were not specifically designed to serve the content. Participant One uses Arabic actively and frequently in the classroom since she believes that Arabic should be used in introducing new vocabulary, explaining grammatical concepts, explaining texts, and explaining instructions. For the participant, this includes, but is not limited to, giving instructions to students, explaining the meanings of words and new vocabulary, explaining ideas, giving examples, and explaining grammar. More importantly, the participant believes that it is really difficult for students to understand the content if Arabic is not used. She thought that content

knowledge is facilitated when she explained concepts in Arabic. In further reflection, she revealed that she believed that native language should be used predominantly in teaching different foreign language skills. She considered the use of Arabic to be the only available solution for explaining certain concepts, vocabularies, or addressing individual differences.

As previously mentioned, this participant believed that students' skills and knowledge are below the level required to meet the objectives stated in the curriculum. She thought that the texts she used in class should be read word by word and that each individual word should be translated so that students can understand it. In her opinion, students need to know the meaning, spelling, and pronunciation of all words. There is little or no time to give students the space and time to find the correct answers before questions regarding comprehension, grammatical, listening, and speaking exercises are discussed. Her conclusion after observing this problem is that translation should be used so all the students have the chance to understand the text and participate in the classroom.

4.3.2 Participant Two³⁰

4.3.2.1 Content Knowledge

This participant mainly used content knowledge based on the textbook and in reference to it. However, objectives were identified in reference to the teachers' book when she was asked to do so by the facilitator during the intervention; this was also the case with reflective journals and response journals. The participant recognized that one objective could be subdivided into sub-objectives which could, in turn, lead to the general objectives of the lesson. The participant was able to describe her objectives according to the main skills of the lessons. The participant

³⁰ Table 18, p.317

demonstrated an understanding of language which consisted of skills and knowledge that needed to be practiced in order to be learned and mastered.

4.3.2.2 Pedagogical Knowledge

One of the assessment indicators used by the participant was direct student feedback, via questions asked by the participant or exercises and questions included in the textbook. In two cases, she confirmed that teaching took place but could not report on learning outcomes. In one case, questions were used at the end of the lesson as a summative assessment.

This participant learned that she should check students' previous knowledge to build on their current skills and confirm learning after teaching the grammar lesson. The participant stated that there was not enough time to perform formative and summative assessments. Nevertheless, she indicated that the workbook could be used as a formative assessment.

When discussing classroom management techniques, the participant presented two major issues: low achievers and decision making while teaching. According to the participant, low achievers usually cause a significant loss of time during the class, even though she believed that she addressed them and attempted to foster their learning during the lesson. Individual differences could be attended to by the different tasks she offered. Different strategies were used in classroom management to address individual differences, these included enforcement and building good relations with students. In action, her decision-making process was reflected by hesitation during teaching practices. However, questions before the class including what and how to teach helped the teacher to develop an image of what would happen in the classroom.

Data analysis shows that the participant thought that pairs and group work have advantages as students then support each other's learning. However, interactive work may cause

chaos and distort the image of the participant as a novice teacher in front of her teacher colleagues. The chaos resulting from such activities could be interpreted as a lack of classroom management and even weak personal skills in classroom management. The facilitator³¹'s suggestions, using a seating plan, routines, and certain arrangements in group work, helped her in reducing the amount of chaos she expected during such activities.

In addition, reflection helped the participant in developing specific tasks and assignments students need in order to perform well and which can deeply foster students' learning, especially if these assignments are worked on in small groups or pairs.

4.3.2.3 Pedagogical Content Knowledge

With the help of the facilitator, even though objectives were, to some extent, identified to some extent in the pre-interviews, they were not clear in teaching practices. In addition, the participant showed that she needed support identifying objectives when it came to reading, speaking, listening, and writing. The participant was only able to identify the objectives when she was supported by questions and references to the material. As a consequence, assessment was not used effectively to assess students' previous knowledge nor to determine skills needed to achieve the current lesson's objectives. During the reading lesson, a decision was needed on what to teach and how to do so within the given time frame. However, the participant did not seem to recognize the criteria which should be used to make the proper decision during action. This led her to seek help and support during the discussion with the supervisor.

The participant thought that her students needed to know every single vocabulary item in order to understand a text. However, at the same time, she encountered difficulties in helping

³¹ The researcher

students understand the main ideas of the texts, putting her in a real dilemma. On one hand, she felt the need to teach every single detail and she was convinced that comprehending texts takes too long and cannot be taught in the given time. On the other hand, students failed to answer the questions she asked to check for general understanding of the text and questions meant to train students for a certain comprehension skill.

In terms of assessment, she had not developed a way to assess the learned vocabulary within the context of the comprehension and reading lesson. This participant's opinion was that there was no way to assess students' learning of a given vocabulary item. However, she believed that there was a need to write vocabulary items on the chalkboard in order to concentrate on the students' spelling and reading. The participant indicated that this was how she remembered her teacher teaching vocabulary items, by writing them on the chalkboard.

In the comprehension and reading lessons planned by the participant, the vocabulary was taught during the time spent on teaching the text, causing the participant to lose confidence in students' ability to learn the vocabulary and read the text. Pictures provided in the textbooks were used to introduce the main ideas of the texts. Furthermore, questions from the teachers' book were written on the chalkboard to help students during their silent reading. The teacher preferred reading and explaining the text sentence by sentence, even giving the Arabic translation. The students then practiced reading aloud. In the context of teaching comprehension skills and vocabulary, reflection served to highlight teaching vocabulary as a part of students' knowledge needed to serve the development of comprehension skills. This was provided through questioning in the interviews after the lesson observation on specifics such as when, why, and what needed to be taught in terms of vocabulary in a comprehension text.

Through reflective questions in the study's interviews, the facilitator motivated the participant to think about the four language skills as significantly interconnected. As vocabulary and grammar are needed for writing skills, students faced difficulties in writing well-organized paragraphs as required by the curriculum. Time is a pronounced challenge in writing classes as there was no time for the participant to support students and assess their writing in the classroom or give immediate feedback and assessment. A model text is provided in the textbook but was not competently used by the participant to develop students' writing.

Lastly, Arabic was used as a means to go into detail about vocabulary items and to ensure that every single word was understood by the students. The discussion between the facilitator and the participant explored how new strategies and methods for introducing content and teaching skills could reduce or even eliminate the use of Arabic in her EFL classrooms. Even though teachers at the participant's school are instructed not to use Arabic while teaching EFL, the participant believes that the teacher is the only one who can decide when to use it. One of the main justifications for using Arabic during her lessons is that students' skills and knowledge do not meet the level required to achieve the objectives of the curriculum. The last explanation for this use was time limitation; using English alone requires much more time than allocated by the curriculum, so using Arabic was a strategy implemented by the participant to address students' individual differences and to teach speaking, reading, listening, and writing.

When focusing on grammar, the participant gained insights after guided reflection with the facilitator. The participant thought that using the students' native language to give examples was the best way to clarify grammatical concepts, as this strategy saved time and helped give direct and clear information as well as explain grammatical rules. After the discussion between the participant and the facilitator, the participant started considering and suggesting methods that

would help her use the native language as a supportive and facilitating tool in the classroom. The participant initially demonstrated misconceptions of some verb tenses. When asked to check with a reference to clarify the misconception she dealt with in her classroom, she was able to identify the specific misconception and she suggested designing an activity to clarify the concept based on her new understanding after the reflection experience on her teaching practices.

4.3.3 Participant Three³²

4.3.3.1 Content Knowledge

Objectives were identified in reference to the teachers' book in the four lessons. The school administration demands that the participant frequently check the teachers' book as a reference. She referred to the teachers' book on a daily basis to look at and review the designated objectives, teaching activities, and assessment methods.

At the personal level, the participant thought that there was no need to write the lesson's objectives on the chalkboard because she thought that she remembered them and she focused on them without a need for a reminder. The participant expressed her confidence in her ability to match the teaching activities with the identified objectives. The participant thought that Arabic was not an option that could be used as a method of teaching EFL for two reasons: first, there were strict instructions by the school administration not to use Arabic; and second, the participant's personal belief as a teacher is that students can't learn English when Arabic is used intensively. This led her to utilize other techniques to teach students the content of each lesson.

Some extracurricular and additional activities were planned by the participant and the school administration to enhance English teaching at the school. These additional activities were

³² Table 19, p.323

motivated by competition with other private schools. The participant's reflection on this topic motivated her to consider the objectives, content, and the contribution of such extracurricular and additional activities in the achievement and enrichment of the curriculum's objectives and goals.

4.3.3.2 Pedagogical Knowledge

The questions asked by the participant during lessons aimed to assess student knowledge and understanding. She mentioned her use of different levels of questions to address individual differences. She considered students' answers and participation as indicators of achieving the targeted objectives. The teacher thus differentiates between formative and summative assessment and evaluation. Furthermore, the participant took the learner's age into consideration during lesson planning. She used songs and games to break the routines to attract students to the topic. The participant considered herself a failure in motivating students when she had forgotten to take that detail into consideration.

The participant used instructional aids in her teaching, as the students at this age significantly depend on what they see or hear while learning. The participant paid attention to tangible things in teaching vocabulary and grammatical concepts. She further indicated that instructional aids served a purpose. She thought, for example, that it does not make sense to use a worksheet just for the sake of using it. It could be used as an assessment or enrichment of learning a certain concept or perhaps as a means for addressing individual differences that were challenging to deal with in other designed teaching activities. This participant concluded that learning through playing was helpful and beneficial, but there were two challenges here: time and the large number of students. In terms of classroom management, the participant thought she went into the classroom with a very clear mental image of what would happen and with sufficient expectation of the potential questions which could be asked by the students.

The school administration required this participant to write the lesson's objectives on the chalkboard and also to take her notebooks with her to the classroom to keep her on track with the curriculum and the teachers' book. Here, the participant stated a challenge that she experienced; one she identified as a problem particular teachers in private schools. She felt that there was not much communication between the teacher and the school administration. Some demands were required by the school administration without considering the teacher's opinions or concerns.

In addition to methods in the classroom, this participant gave an important role to parents in supporting their children's learning at home. In this context, reflection strategies developed during the facilitator-led interview shed some light on the advantages and disadvantages of teaching children at home and teaching led by the family's members, making the participant take in consideration new perspectives on the students' wider community.

4.3.3.3 Pedagogical Content Knowledge

The participant believed that students at age of 6 years need to listen and practice the language in order to be able to use it. Students start with listening, reading and speaking, writing then comes automatically. Teaching complex concepts such as the concept of a sentence is a challenge. The participant considered it a challenge to teach students these concepts, as she learned these concepts in seventh grade. She indicated that the four skills are significantly interrelated. She used various vocabulary items while teaching grammar to enhance students' learning. She invested time in grammar lessons to teach listening. In general, this participant demonstrated the recognition that there is a need to assess students' knowledge as a starting point and she actively built on students' existing knowledge and skills. This was significant and helpful in her planning of the investment of both time and students' skills and knowledge.

Relating the learning experience to students' real life and environment was important for the learning process. There were some strategies she used such as questions, answers, and drills that can support and enhance the learning of certain concepts. The participant did not think that mainly using the chalkboard would lead to effective teaching of grammar. Students knew the spelling of the words from repeating them first verbally and then spelling, an activity encouraged by copying the text. The teaching of vocabulary items was divided into parts to facilitate learning. Lastly, students listened to the same text many times for the purpose of practicing listening comprehension and serving the general objective of the given listening task.

4.3.4 Participant Four³³

4.3.4.1 Content Knowledge

The participant noted that the objectives were personally elicited by her as a teacher. After making a mistake in defining the exact objective of a lesson, she reflected with the facilitator and learned that she must refer back to the curriculum's objectives as identified by the teacher's book. As this was the first time she would teach this curriculum, it wasn't clear for the participant how the contents and subjects related to one another. In one case, the participant defined the objectives in terms of what she needed to teach and not in terms of what the students needed to achieve. Reflection activities including questions, inquires, and problem solving led the participant to believe in the need for a trustworthy reference that could be consulted for suggestions for the lesson with clear identified objectives, teaching aids, and assessment.

³³ Table 20, p.329

4.3.4.2 Pedagogical Knowledge

The participant identified three groups of students: (1) very excellent students who participate, (2) average students who have the motivation to participate, and (3) low achievers. The technique she used to scaffold individual differences and different learning styles, especially for the third category of students, involved written questions and time for students to think about and write their answers. These categorizations came from her experience in classroom situations.

The participant focused on the interaction between the teacher and the students in the language classroom. In her attempt to get direct feedback from her students, the participant checked to see whether or not students had understood the instructions. The participant said that she asked students about their styles of learning and received their feedback about the lesson either while chatting outside of the classroom or by directly asking them in the classroom.

The participant used formative assessment during her teaching to check students' previous knowledge. Student participation was used as an indication of learning. When low achievers tried to provide answers, the participant understood this as an indication of achievement and improvement of the objectives. Examples given by students and the participant were used as specific performance assessment techniques. In addition, summative assessment was used at the end of the class, implementing exercises in the workbook and the textbook. The participant also designed activities to attract students and motivate them to learn. Reflection on such activities helped the participant think about such activities and their use in serving the objectives of the lesson and students' learning.

She placed importance on students' attitudes towards learning EFL. For example, when a student kept complaining that she had not understood anything due to misunderstanding a few

words, the participant exercised effort to convince her students that the failure to understand a concept, vocabulary item, or paragraph does not mean failure in understanding the whole lesson.

The participant was content with her style of classroom management. She liked her style of understanding her students and the strategies she used to teach students discipline, classroom routines, and activities, including group work and pair activities. The participant recognized the environment of refugees' camps students as a special factor in her classroom. Lack of discipline and low academic achievement were two features of UNRWA schools mentioned by the participant. Time management was one aspect that the participant thought she needed to address more carefully in the future. However, she worked hard to successfully control her classroom.

4.3.4.3 Pedagogical Content Knowledge

The participant demonstrated knowledge of reading and comprehension skills such as scanning, skimming and predictions. Learning vocabulary was important, in her opinion, for learning those skills. Facilitating skills such as the division of text, supporting students using a variety of questions, and building on main ideas was a central technique for the participant. She consulted the teacher's book for tips on how to teach texts. With guided reflection, the participant reflected on such skills in the context of teaching reading comprehension, further developing her understanding of teaching and assessment of such skills. In teaching listening skills, the participant allowed her students to listen to her reading of the listening text many times because she thought that only high achievers could answer questions after the first listening. Reflection allowed the participant to identify cases in which there was a need to teach, reteach, or remind the students of certain vocabulary items in the listening lesson. In teaching reading, the participant discussed pictures with the students in order to introduce the main ideas of a text.

Pictures were used also to teach new vocabulary items. This allowed and motivated students to speak and use their vocabulary and later link the pictures with the lesson's main ideas.

For the participant, in teaching vocabulary, teaching the English meaning of highlighted vocabulary did not play a significant role in learning. Instead, learning the Arabic meaning was extremely important to her. Students were advised to write the Arabic meaning in their textbooks for great exposure. Students can learn the English meaning "the synonym" if it is not that complicated as they have the chance to learn another word. Learning a vocabulary item means learning how to use it. She kept checking students' learning of the vocabulary. She thought that vocabulary should be taught at the beginning of the lesson so that students do not need to waste their time thinking about what a vocabulary item might mean. A question or paragraph may include a new word that students need to think about in context. Reflection with the participant motivated her to develop her ideas about all these topics related to teaching vocabulary.

Lastly, the participant explored the students' previous knowledge in order to start the lesson and teach the lesson's objectives, linking previous knowledge to the information presented in the current lesson. The participant said that the cassette mentioned in the teachers' book was not available to teach listening skills. She read the listening part of the lesson, the comprehension text, herself. As a further tool, the participant mentioned tangible items which she used in the classroom as a means to attract students' attention and break the routine. Even though she did not use them in the lesson observed; she said that cards in particular could be very helpful in teaching vocabulary and in the assessment of learning.

Chapter V

5 Discussion of the Study's Results

In this chapter, the results demonstrated in chapter IV are discussed in reference to the data collected, the previous studies on reflective practice pertaining to novice teachers, and the literature reviewed in developing this dissertation. The chapter is divided into the following sections: discussion of Question I, discussion of Question II, discussion of Question III, general discussion, and further recommendations.

5.1 Discussion of Question I: How did the participants understand the concept of reflection?

To discuss this question, each participant was considered as a case, as was investigated in the respective subsection of chapter IV. At the end of the question, a subsection is dedicated to the discussion of the results of this question, and a cross comparison was made amongst the participants' results to help develop further recommendations.

As explained in chapter IV, the structured interviews focused on specific themes that needed to be considered in the discussion and analysis of this question. For each participant, the following themes were considered: Concept of reflection; Concept of reflective practice; Factors that made the participant change/modify practices; Examples of the participant's own reflection; and the role of others in the profession in promoting reflective practice.

In the following section, the results of each participant in relation to these themes are first discussed individually. However, at the end of the chapter, the four cases of the four participants are discussed collectively.

5.1.1 Participant One

The participant described reflection not only as a ‘thinking’ process but also as a serious attempt to understand and examine a situation, a process that entails self-examination in relation to a certain action. In that sense, her understanding of reflection is associated with Kuit et al. (2001) and Boud et al. (1985), who described reflection as a process that involves exploring experience as a means of enhancing understanding. However, the participant did not identify the timing of the reflection process, as she did not mention when she can reflect on her practices. The lack of time framework awareness reflects an immature understanding of the concept of reflection, its sequence activities, and its objectives. In addition, the participant was not aware of her real motivation for reflecting. She did not indicate why, when, or for what purposes she needed to reflect and how this kind of thinking enables or enabled her to improve her practices and solve the practical problem in teaching practices.

According to the participant, the reflective process should focus on the teacher’s skills and her abilities to deliver the material or the content. Her mental process of planning focused on herself as a teacher more than on the reflection process itself including the learning process. The lack of attention to students’ learning created obstacles for the participant’s understanding of reflection in the context of teaching-learning processes. The participant tried here to design a mental image of instructional activities that she would perform in the classroom during teaching. In an explanation of why this may not suffice, Sharp (2003) pointed out that the teacher’s reflection and sensitivity to learning and diverse learning styles help in creating learning environments for all students and help teachers develop their own self-reflection skills.

The participant thus depicts an image of herself as a teacher in her mental preparation for class. It is a kind of “psychological” preparation before action in the classroom as a novice

teacher. However, her mental image was not detailed enough to include elements of teaching activities and indicators of students learning. With regard to this shortcoming, it was important to look further into the data analysis of her reflection and to shed light on the factors/elements this participant took into consideration when she constructed such an image. More significantly, analysis turns to the kind of response she could develop as a response to the failure of certain planned and unplanned activities. To elaborate more: what is the mental perception the participant developed when she faced the real classroom, that involving the students, physical environment, curriculum, time limitations, etc. Were these practical challenges a motivation for the participant to reflect on the elements that were overlooked during her reflection before the teaching process? This participant did not conceptualize her teaching practices to take the learning experiences of her students into consideration, especially not as a main factor to change, modify, or adopt her teaching practices.

The examples mentioned by the participant as examples and cases for reflection were not clear enough to show reflective practice, nor even a moment of reflective thinking. One case might be considered as feedback on spelling and pronunciation-though this was a situation performed by and involving only the participant herself. The participant did not develop an understanding of the relationship between the teaching and learning cycles, nor did the dissertation find the reflective assessment of her teaching practices to depend on the achievement of the learning objectives themselves. In addition, throughout the course of the dissertation (Question No.2 and Question No. 3), this participant did not develop a complete understanding or concept of the connection between teaching practices and various elements in the classroom.

Although the participant was observed three times by supervisors appointed by the Ministry of Education, she was not able to identify the focus of her practices related to the

themes that were highlighted during interviews. She reported that she only needed to write down all the comments given by the supervisor; she was not able to mention the content of those comments or feedback. Thus, she only received the feedback but was not involved in the discussion, or did not involve herself in the discussion, and furthermore did not add to or act upon the input from the feedback sessions. In addition to the fact that the participant was neither able to identify the content of the feedback she received nor to involve herself with that content, there was no evidence that such visits led to positive consequences for the participant's practices.

Thus, the quality of conversation between the novice teacher and the supervisor is an essential factor in effective teacher preparation throughout their field experience (Feiman-Nemser, 2001; Whipp, 2003). Notably, the participant mentioned that the conversations with her supervisors were only one channel of communication where the supervisors gave instructions, feedback and comments and the participant needed to note them down with no enabling environment for discussion.

A teacher in her first year of teaching needs support, which includes generous social and emotional support of others in the profession (Rogers & Babinski, 2002). In addition, teachers' feelings and attitudes towards their supervisors might make them feel uncomfortable with the supervisor's practice, instruction, or feedback, but she might keep these feelings to herself for fear of unreasonable or negative judgment (Walkington, 2005). As this participant said, "*I think his comments could be a motivation for me to do my best.*"

Due to lack of experience, novice teachers are dependent on other sources for frameworks within which to think about teaching (MacLellan, 1999). In the absence of the

benefits of mentor or supervisor support, as could be found in this case, the novice teacher is missing a valuable source of guidance and feedback.

Novice teachers are often self-justifying and feel under threat from supervisors as they may be commanding, overly critical, and personally judgmental (Kennedy, 1993). An essential factor in effective teacher development is thus the quality of conversation between the supervisor and the novice teachers throughout field experience (Feiman-Nemser, 2001; Whipp, 2003). Therefore, in order to encourage a successful collaborative relationship between supervisor and teacher, it is helpful to use supportive professional dialogues to overcome difficulties.

5.1.2 Participant Two

The participant's understanding of the concept of reflection was limited, as the interviews in this study constituted the first time she heard about it. After the facilitator translated the word for her to Arabic, the participant perceived reflection as thinking about an action. "*Reflection is to reflect on something and think deeply about it.*" The interesting thing about this response is the participant's readiness to attribute thinking with "deep," which suggests the inclusion of other aspects of how to view and receive a teaching action or certain practice.

Reflective practice as a concept was not clear to the participant. She thought that reflection could be the feedback provided to her as a consequence of "*your [one's own] work,*" while, on the other hand, it could be understood as how the students perceive the concepts and subject content explained by the teacher. Reflection is "*the outcome of your [one's own] work. The reaction to your work. [This includes situations when,] after I explained something [...] the students thought deeply about it.*" Thus, reflection is deep thinking about feedback provided on teacher's practices as well as the students' thinking about their learning.

It was clear that this participant developed neither her own concept of reflection nor methods for its practical implementation. The facilitator translated the term into Arabic and the translation itself is an Arabic word powerfully connected with the word “thinking.” However, the participant associated this thinking with students as learners and not with herself or with such thinking as a teacher. Consequently, she did not understand herself as a performer of reflection or as one who could reflect on teaching practices in the classroom context. After the facilitator had explained the meaning of reflection in Arabic, the participant responded with, “*Ok. The [reflection is the] comparison of what I want to do and what I did. Maybe something affected what I have planned. Or what I wanted to explain to the students but they did not get it 100%.*” This is an indication that the participant added new perspectives to her concept of reflective practice, the achievement of objectives and the justifications of not meeting them in the classroom context compared to what was planned. However, this addition did not broaden her understanding of reflection past its sense of criticism. Reflection was perceived by this participant as comparison. This was a helpful start for her, since comparing facts requires both assessment and a tool to know what was achieved and to what extent, what was planned, and in reference to what. This dissertation’s intervention was the first time the participant heard about the concept of reflection, as she reported.

Interestingly, this participant used alternative terms to discuss reflective practices influencing her behavior as a teacher; she often talked about mental preparation as a novice teacher which resulted in the addition of some elements to her teaching practice such as ‘the introduction.’ The participant assessed herself with the following statement:

I am a beginning teacher. I should think about what I am doing. For example, when I start my classes I used to start with the lesson directly, and then I asked myself why I do not use an introduction. I must reconsider how I do things.

Misbehavior and classroom management were among the things that motivated the participant to think about her practices. The practice of mental planning was a major element in motivating the participant to think and reflect and sequentially change and modify her teaching practice.

Teaching the same lesson for different class sections helped the participant to positively assess the change in her teaching:

I started to evaluate myself. Because I am a beginning teacher, for example, I taught unit seven in two sections, [and] I taught it differently for the second section. My performance in the second section was better. [I think this was] because things were practical and familiar to me.

Another important element the teacher highlighted here is the comparison between her practices in different classes, which provided her with self-feedback as a consequence of practice and offered her the chance to assess the effectiveness of certain practices in different classrooms. The number of pages covered in one classroom was also a factor that motivated the participant to reflect and think on her practices.

For example, I taught one and a half pages in a section and [after that] I taught two pages in the other section and learning was faster and better in the second section. In the first section I tried [experimented with teaching strategies]; in the other section I knew how to teach the ideas.

This teacher also relied on feedback and experience with other teachers and their methods to inform her reflective practice. Past experiences as a student at school was a frequent motivation for Participant Two to reflect on her teaching practices:

When I was a student, our class was divided into two sections. Our teacher was good; the teacher of the other section was bad as a teacher. Our section was good at English but the other section was very bad. I have respect to my teacher even now. I would like to be like him. The students' participation and their social contact with me as a teacher is a sign that they like me as a teacher and like the subject matter too.

Asking questions of other teachers who teach the same subject matter provided the

participant with the chance to compare what she thought needed to be done to teach a certain concept and what other teachers did and thought was necessary. Such comparison was a helpful strategy in starting to reflect on practices, learning, objectives, and assessment:

While exchanging ideas and opinions with colleagues and asking them questions was very helpful, the participant's experience with the head teacher was challenging and associated with anxiety. It is worth noting here that the participant felt particularly "anxious" in the presence of the head teacher. The participant was observed by two head teachers in two different schools, as she was serving as a teacher in two schools. However, the experience of being observed by the head teacher who was a former English teacher was challenging and perplexing. The participant had the expectation that these head teachers know more than she does and that all her mistakes and hesitations were clear to them. She was so worried about criticism that she did not develop her expectation of help and feedback. In addition, she expected to receive generalizations about her teaching style from the head teachers based on the observations of one or two lesson observations. This had to do with both culture and school settings which were more critical than supportive and resulted in the tendency to generalize more than to focus on related understandings and conceptions that were linked to teaching practices.

5.1.3 Participant Three

This participant perceived reflection as the readiness and openness to all students' questions and the situation in which the participant encouraged students to think in all directions without limitations. According to the participant, reflection enriched her knowledge when reading and looking for new learning experiences:

The participant considered reflective practice as thinking about the way she taught and the consequences of this on her students. Reflection also meant, for her, how one expected challenges in terms of delivering information while teaching and solving problems in practice:

It [reflection] has consequences. For example, when I taught the grammar rules of the use of “this is” and “these are,” I faced a great challenge in knowing how much information would be delivered to the students. Actually, when I entered the classroom and I started explaining, most of the students got the idea but a few of them did not understand. I had the possibility of ignoring them, but no [--that was not an option] for me; I am concerned about how much information was understood [by each of the students]. How much students benefited from the lesson.

This reception of information was an interesting point to consider. Here, reflective practice was strongly related to the process and planning of teaching, to implementation of teaching objectives, and to problem solving, all of which are strongly associated with the success of the teacher in overcoming challenges.

One of the factors that made this participant change her practices was teaching more than one section of the same class: *“I changed [my strategies] from [class to class]if [I had time between two similar classes] from day to day, I changed and I prepared more things.”* This means that reflective practice led to changes in teaching practices and thus, perhaps to learning.

Another factor was the participant’s assessment of students’ learning. *“From the assessment, I changed the way I taught, or I changed my plans.”* This finding was significant as it indicated that the teacher’s focus was on the students’ learning objectives: *“When I have time, I always depend on the students’ reactions, and the outcomes of the students’ performance. Automatically, I started to think about [teaching in] other ways.”*

Focus was also placed on the way in which she taught material and not specifically on content:

My way of teaching grammar is completely different compared to my teaching [methods] when I started as a teacher. A student may forget the rule [in the lesson I am teaching,] but she remembers the way she learned it. The nice thing I discovered and which I can maybe change in the future is linking reality to [my practice of] teaching grammar.

Frequently, teachers in private schools are left without supervision by educational supervisors. When this occurs, supervision is performed by head teachers. This is risky for teachers, especially novices, as the head teacher could be appointed to such a role due to classroom management skills and not due to teaching experience. This participant did not benefit from meaningful feedback after the visit of her head teacher. She explained, *“He said ‘excellent’ and that’s all. He said it is ok that you used flashcards and that you used them for teaching vocabulary.”* Such lack of clarity both in roles and in feedback complicated and in some ways hindered the quality of the reflective practices of the third participant.

5.1.4 Participant Four

The participant described reflection as a kind of feedback on practices. In this sense, reflection was considered a method for assessing an action after its completion followed by an attempt at understanding what happened during the action. She defined reflection as a way of finding out about *“both the good and the weak aspects of your personality as a teacher and [those positive and negative aspects] of the [current] process of teaching/learning in general.”* This definition revealed her awareness that reflection entailed knowing the advantages and disadvantages of her actions and encouraged the perception that the participant was already working on the aspects of her practice that needed improvement and showed her investment in identifying and implementing useful aspects of teaching practices. *“I continuously look for feedback. [...] Even at the personal level, I continuously think about what I do.”* Reflection is thus a kind of thinking process in which an individual seriously considers and thoughtfully

judges prior experiences (Kong, et al., 2009) and a serious attempt at understanding a dilemma or problem from multiple perspectives (Loughran, 2002).

Students' reactions and expressions were factors that gave this participant feedback on her practices. The participant recognized that there was a difference between theory and practice:

We were all students [once] and I had always argued that we could use a better way of dealing with the students [better than the traditional methods I had experienced]. But when you come into [your own teaching] practice, it's like a big hole that you fall right into [...] There is a great difference between theory and practice. [...] I remember myself [as a student] and I laugh.

The participant recalled that she had learned from feedback given during a visit from her instructor at school. In addition, she had been observed by the head teacher in her school but not yet by her supervisor even though it was November and therefore nearly halfway through the school year. Another English teacher from the same school was supposed to come and observe a class for the participant but the exchange visit was cancelled due to limited time. These factors explain the participant's strong reliance on her students' reactions when reflecting on her teaching: *"In general, [I get feedback] from the students [... when] I can see that [they have understood something] in their eyes. I look into their eyes and I know if they really understand [the concept I have introduced] or not."*

5.1.5 Cross-Comparison Discussion of Question I

The following subsection discusses the results of the participants' responses to Question 1 in order to compare the participants' perceptions and understanding of reflection and reflective practices. The participants were all novice teachers and they had had no real professional experience with reflection as practice for teacher development and lifelong learning. However, they were, individually, able to mention some of reflective practices' core characteristics as

provided by literature (Chapter II) such as feedback, comparison of teaching plans and real practice, considering students' learning, and differences between theory and practice. In this way, reflection is a term that can be used to describe practices ranging from investigating a particular aspect of a lesson or teaching practice to considering various implications of teaching practices (Larrivee, 2008).

When investigating the specifics of the participants' understanding of reflectivity, none of the novice teachers had insight into the facets of reflection as tools for self-evaluation or teacher learning. One interesting finding in this dissertation was that none of the participants was able to introduce an understanding of reflection that entailed thinking of her past experiences as a way of returning to an experience, attending to the feelings which surfaced, re-evaluating the situation based on current knowledge and intent, and integrating this new knowledge into a conceptual framework for future teaching (Boud, et al., 1985). In line with Brookfield (1995), in order to develop a fruitful practice, reflection does not just describe what one does, it should motivate the teacher to think about her justifications for doing things. If things did not go as planned, it asks what could be done (by the teacher) to execute plans successfully in the future (Brookfield, 1995). The participants in this study were not aware of this aspect of considering what should be kept and what should be changed in their practices, neglecting the justifications for specific practices and the usefulness of using reference points in making such decisions. Furthermore, none of the participants pointed to the possibility of reflection as a learning experience that involves disbelieving and questioning what one previously held to be true (Gray, 2006), nor as a means for examining one's own beliefs about teaching (Huang, 2001). Two participants described reflection in general as thinking, but they did not manage to describe the specifics or the essential essence of that thinking.

After having been asked about the term reflection in general, participants were asked about reflective practice in the context of teaching EFL. Results showed that participants' concept of reflection is promoted and developed when they are asked first about reflection and then about reflective practice in teaching. They started to apply that kind of "thinking," "feedback," and "new horizons" in the context of teaching/learning and classroom settings. Collectively, to a limited extent, the participants' responses matched Dewey's conception of before, in, and after action reflection, types of reflection which are considered highly essential in the process of teacher reflection that can lead to practice change.

For the participants, reflective practice was unstructured and unconscious. However, in order to be able to develop professionally, reflection should be a process of focused, conscious, active, and structured thinking rather than a collection of free-floating thoughts as in general thinking (Gelter, 2003). It is important to stress the fact that reflection is learned primarily from the self and significant others. All participants indicated that they did not learn about reflection during their education or during their practice prior to the study. To promote reflective practice, it is important for educators to be aware of reflection as not only based on personal beliefs, but also as a practice depending on educational theory, requiring encounters with professors, mentors, and cooperating teachers. Being left without help with regard to how to develop their reflective practices, novice teachers construct their own personal knowledge of teaching using preconceived beliefs and ideas held about teaching (Richert, 1992) without having the professional means to develop, modify, change and/or adopt new practices.

Factors that drove participants as teachers to change or modify their teaching practices centered on three themes: assessment of students' learning, external resources, and feedback. The promising result of this dissertation is that students' learning is one of the main factors for

motivating change. However, one should be careful with generalizations³⁴ of this aspect, as the analysis of the rest of the questions revealed largely differing conceptions of student learning. Taking into consideration the fact that the failure of students' learning was interpreted by Participant One as a result dependent on uncontrolled contextual factors is the fruit of the "supposed" reflection process that led, at that point, to no change.

With the exception of Participant One, students' learning and the levels of their achievement were main themes in reflective practice. The participants taught to facilitate student learning and to aid students in mastering instructional objectives. Instead of this focus on students as the motivation for her teaching, Participant One focused on the process of teaching itself and not on students' learning as an end. Students' participation during lessons was a factor attended to by all of the participants. When the participants noticed that students were willing to participate, they concluded that they were successful in their task or that the students achieved the learning objectives. It is worth mentioning here that one needs to be careful with such conclusions, as the quality and the content of the questions asked by the teacher, their actual relation to the curriculum's objectives, and the resources students refer to when they answer such questions are all important factors that collectively decide the quality of students' participation and how much the teacher can rely on such participation as an indicator of students' learning. One issue explored in this dissertation was whether or not the participants were able to determine if their teaching was effective when depending on all of these, and possibly also other factors.

In addition, Question I further explored the concept of reflection when participants were asked to mention examples from their own practice. Participants highlighted their ability to reflect but they based these reflections on their personal beliefs, not on educational theories.

³⁴ The dissertation does not aim at generalization for methodological considerations.

Participants did not mention that they referred to or consulted a theory when they encountered a challenge or a dilemma during their teaching practices. This dissertation thus shows evidence that these novice teachers in Palestine require increased support in gaining exposure to reflection methods and theories of reflection as well as to other pedagogical theories.

The participants reported that the following factors actively promoted their reflective practices: Justifications for practice modifications provided by the head teacher, supervisor, or expert teacher; head teacher's recommendations on how to teach certain concepts and/or language skills; comparisons made between the novice teacher's practices and the other teachers' practices; teaching the same concept and/or language skill more than one time; and assessment of students learning.

The participants all reflected on main classroom issues and revealed different levels of reflection in doing so. The reflective activities provided by the participants demonstrated a picture of how they were learning and offered an opportunity for them to reflect on their teaching practices. They learned some features of reflection from practice, comparison, conversations with others in the profession, encountering challenges and troubles during lessons, and facing problems with students' learning. More detailed answers were given in relation to multiple classroom issues which could be linked to the major problems they faced as novice teachers. Classroom management and student behavior, factors related to student learning, the teacher's own mistakes, and methods of presenting the material are examples of factors participants reported frequently reflecting on.

Classroom management was a concern for all four of the study's participants, though for different reasons: it was a major challenge for Participant One because it was difficult for her to

manage misbehavior. Participant Two was reflective of her management and reported being proud that she managed her students' behavior well. Classroom management was a concern for Participant Three because of the age of the children she was teaching (elementary school). Classroom management was also a concern for Participant Three because she taught in a refugee camp school and faced various social issues in the classroom.

Despite the fact that the likelihood of long-term success of many novice teachers is hindered by the absence of expert guidance, support, and opportunities to reflect (Veenman, 1984), two participants reported that they did not benefit from the visits and observations made by the head teachers as supervisors. In addition to this reported lack of benefit, both of these participants were not observed by additional educational supervisors. Participant One was observed three times by the supervisors and two times by her head teacher.

The participants were asked if the supervisor and/or the head teacher helped them in their reflection. Participant Four had negative expectations of the supervisor even though she did not meet with her. These expectations initially stemmed from colleagues' comments about and experiences with supervisors and head teachers. Participant Three was aware of the fact that her head teacher was not competent enough to provide her with the feedback she needed or able to promote her to reflect on her practices due to the difference in their subject matter specialization.

All of the participants reported a lack of opportunities for reflection and engagement in peer dialogue and even a lack of time for reflective planning due to time constraints. This reinforces the hypothesis postulated by Rogers and Babinski (2002), who pointed out that opportunities for teachers to engage in genuine professional discussion are rare in the school context (Rogers & Babinski, 2002). Participants interacted with head teachers, supervisors, and

colleagues in different contexts, but these interactions influenced them differently in developing their reflective capabilities. Colleagues functioned as sources of advice. Participants viewed their colleagues as a source of support, helping them to reflect on their practice. Only participant One did not elaborate on the role of her colleagues in fostering her reflective practice as she felt isolated from her colleagues.

The participants expressed several details about their definitions of reflection, the process and context of their reflection, and how the reflection's content informed their conception and practice of reflection in EFL context. The participants acquired their perspectives through their attempts to provide definitions of reflection, using questioning in reflection, and through the opportunities given for reflection, in this case during the study (Pedro, 2005). The participants practiced reflection, to some extent, according to the following themes mentioned by Pedro (2001). Those themes were: (1) defining reflection; (2) questioning as reflection; (3) gaining opportunities for reflection; (4) defining reflection from self and significant others; (5) looking back on action; (6) reflection is based on personal beliefs; (7) encountering mentors; (8) encountering cooperating teachers; (9) self-reflections; (10) verbal reflection; and (11) content of reflection.

The participants were asked what specific factors have made or could make them change/modify their practices. The results show that three things promoted participants to change their teaching: their assessment of students' learning (Participants Two, Three, and Four), external resources (Participant Four), and feedback received from students (Participant Three and Four). Thus, reflection was perceived as both a new concept and a concept which can be used as a tool to examine one's own teaching.

5.2 Discussion of Question II: In what contexts did the participants engage in reflective practice?

As was noted earlier, the participants were considered as individual cases. Consequently, the results of each case were discussed separately and individually. In the analysis of Question II, as discussed in chapter II, the dissertation adopted reflection levels according to Lee (2005).³⁵

5.2.1 Participant One

5.2.1.1 Reading Comprehension

When asked about reading comprehension, the study shows that the participant remained mostly at LEVEL ONE of reflection, though she also achieved LEVEL TWO during the discussions of the teaching sessions and her journals. Although this overview is helpful for the dissertation's conclusions, it is important to reexamine the details of her reflective practice.

The participant remained at LEVEL ONE of reflection in her pre-interview when she responded to the objectives, instructional activities, and assessment techniques she expected in the upcoming lesson. However, as will be discussed later in Question III, the participant was not able to deliver accurate or clear descriptions of learning objectives, instructional strategies, or assessment techniques. Her descriptions of the objectives did not identify what the students were expected to learn by the end of the class period nor did they refer to the teacher's book. Simple statements were offered: *"I will teach the text about this Arab scientist."*

The instructional strategies were not described in a procedural manner, nor in another manner that could serve the objectives of the lesson, speaking instead of teaching "[...]by

³⁵ See p.64

reading the text to students and asking questions. I will translate the vocabulary. In addition, the participant's concept of assessment was limited to her first impression of student participation.

The participant did not consult the teacher's book or an expert teacher on how to teach lesson one in each unit, which is always a reading and comprehension lesson. The participant justified her decision upon questioning, explaining that the instructions provided in the teacher's book were both impractical and irrational. Asking the participant if she had really tried to check the teacher's book for this particular lesson, the participant answered in such a way that it was clear she had never checked the teacher's book but had made her decision based on her preconception that the teacher's book instructions would neither meet the reality of the classroom nor the students' level of skills, knowledge, and achievement.

In the post-interview, the participant remained at LEVEL ONE of reflection with more elaboration when compared to the pre-interviews. *"I asked some students to locate some countries to determine exactly where our character was born. I also used the student book. I also wanted to teach them the new vocabulary items."* In addition, due to the uncompleted as well as unclear objectives during the pre-interview stage, the participant was unable to develop her reflection during this stage (post-interviews) of anticipated reflection.

During the discussion of the lesson, when focusing on reading comprehension, the participant remained at LEVEL ONE of reflection in response to the objectives of the lesson using guided reflection. The discussion with the participant using questions for clarification in reference to the textbook and students' learning helped the participant to identify her objectives:

In addition, the participant remained at LEVEL ONE of reflection in response to questions about her instructional activities. The evaluation of instructional activities was

fragmented and the facilitator needed to ask follow-up questions and motivate the participant to elaborate on her explanations.

The experience of teaching the lesson as planned, if there had been a clear practical plan, despite the fact that such a plan was not uncovered in the pre-interview or the post-interview, did not help the participant to move to a higher level of reflection. Instead of explaining the lesson in terms of her plans and comparing that to reality, she justified her practice of translating the text word by word to her students. Statements such as “students do not understand” or “their academic level is too low to understand English” were used by the participant to justify the teaching of a reading comprehension text by translating the text into the students’ native language. The participant thought that using Arabic was a practice criticized by the facilitator so she first reacted to the anticipated criticism by providing justifications for her choice.

The identification of the objectives, instructional activities, and assessment in the pre-interview and post-interview was not complete and unclear, which led to disorder and mixed techniques during teaching as well as to a situation afterwards in which the participant found herself “offended.” This offense originated in her perception of her practices, although she had not yet been asked by the facilitator about any of these practices. The participant tried to provide ample justification for a situation that she herself was not satisfied with. This was clear in two situations: using Arabic as a language of instruction and classroom management.

The participant first remained at LEVEL ONE when describing the aspects that went well and the aspects that went poorly according to the participant’s evaluation of the lesson. Following the discussion with the facilitator, she again reached LEVEL ONE of reflection when

she reflected on the practices she would like to change and the instructional activities designed to teach the lesson's objectives.

The participant remained at LEVEL ONE of reflection in response to the tool used for the assessment of the students. The questions and the students' participation remained her main techniques for assessing students' learning. The participant was not able to achieve another level of reflection or to correlate the objectives with their assessment techniques, nor could she provide justifications for her assessment practice.

In guided discussion, the participant reached LEVEL THREE of reflection when she reflected on classroom management [interpretation of student misbehavior]. Comparing the participant's responses in the pre-interview and the post-interview, the participant delivered a more detailed description in the post-interview even though such details did not improve her level of reflection. Classroom management took a large portion of discussion time as it was the focus of teaching for the participant and an "obstacle" that prevented her from developing her practice and moving on to higher levels of reflection.

In her response journal, the participant also remained at LEVEL ONE of reflection in terms of her objectives relating to reading comprehension. What she did accomplish in the journal was a further listing of objectives that she had not previously mentioned. The fact that the participant added more objectives could be attributed to the detailed discussion after the lesson observation. She concluded, *"I taught the students the new vocabulary and some information about Ibn Sina. The students answered questions about the text."* This journal revealed that the participant needed more support in the identification of objectives within the curriculum outlines, though it did not convince her to refer to the teacher's book as requested.

The participant reached LEVEL TWO of reflection in her response journal when she reflected on the reasons for some aspects of the lesson going awry. The participant was, at this stage, able to reflect on the aspects that she felt did not go as wished and also able to provide possible causes. This meant that the participant's perception of the teaching activities changed from only stating the activities to explaining the factors that contribute to partial success.

The participant remained at LEVEL ONE of reflection when she described her assessment techniques. The response to the response journal was a summary, to some extent, of the discussion. Learning, shown in the written responses, was only theoretical; there was no concrete guarantee that those lessons were learned by the participant or that changes would be employed in practical teaching. However, the participant reached LEVEL TWO of reflection when reflecting on the aspects that did not go well and providing reasons for this discrepancy between expectation and practice, as well as in reflecting on changes to make in her future practices. Even though the justifications provided by the participant improved the level of reflection, they remained a summary of what was mentioned within guided reflection during the discussion.

In her reflective journal, the participant remained at LEVEL ONE of reflection in her description of objectives, instructional activities, and assessment techniques. She was able to identify the objectives when she was asked to refer back to the teacher's book. Surprisingly, the participant reached LEVEL TWO of reflection in the reflective journal when describing methods that kept students' attention, indicators of student learning, classroom management techniques, and the use of first language as a language of instruction. Attraction of students' attention, learning indicators, and classroom management are thus classified as aspects of pedagogical knowledge which could indicate this participant's attention and reflective capacity at this point.

Alternatively, this could be attributed to the use of the teacher's book that stresses the organization of instructional and assessment activities around the objectives, implicitly highlighting pedagogical knowledge. In addition, the lesson taught here is similar to the reading text that was discussed in detail with the participant. These developments moved that participant from LEVEL ONE to LEVEL TWO of reflectivity in terms of the instructional activities.

5.2.1.2 Speaking/Grammar

In the pre-interviews, the participant remained at LEVEL ONE of reflection in her description of objectives, instructional activities, and assessment techniques. She responded to the pre-interview questions in few words and was not able to deliver complete sentences. The wording of the objectives was not clear and she did not identify what the students needed to achieve. Consequently, neither instructional activities nor assessment techniques were properly identified.

In the post-interviews, she remained at LEVEL ONE of reflection in her description of objectives, her instructional activities, and the assessment techniques. The answers to the three main questions were not clear enough to reflect a clear understanding of the objectives, instructional strategies, or assessment techniques. In her response to the objectives, the participant only mentioned the subject of the lesson and did not describe measurable learning objectives. When directly addressed, the participant was able to reach LEVEL ONE of reflection in identifying the aspects to change, the aspects that went well in her classroom, and the aspects of teaching that did not work well. However, content or "the essential essence of change" was unclear in terms of achieving procedural practical change.

During the discussion, the participant remained at LEVEL ONE of reflection in describing one of the objectives and the assessment techniques. However, she reached LEVEL TWO when reflecting on the instructional activities including the instructional aids, the aspects that did not work well, and the use of the native language in EFL. Compared to the pre-interview and the post-interview, objectives, instructional strategies, and assessment techniques were identified as a response to questions and confirmation of statements.

However, in her justifications for the use of native language in the EFL classroom, she reached LEVEL TWO of reflection when she explained the reasons behind using Arabic. The participant said that she cannot use modern methods in teaching because of the students' achievement levels. Instead of attempting such techniques, the use of native language in grammar lesson was the solution to the perceived problem of the students' ability. The participant reached LEVEL TWO of reflection because she provided the reasons as she perceived them, restricting her use of modern strategies in her classroom practices and leading to her use of the native language in the EFL classroom.

The so-called 'defensive strategies' or the 'justification' of practice as mentioned by the facilitator served as a catalyst to help the participant reach LEVEL TWO of reflection. However, the justifications she provided were not theoretically sound. The participant frequently justified her own practices and her lack of use of what she was presumably 'supposed' to use. In that sense, the discussion helped the participant think about and reflect on the strategies she used in comparison to the strategies suggested in the teacher's book. Notably, these strategies were not identified in terms of the purpose they should serve or the methodological school they are related to as they are 'only strategies,' labeled as modern strategies but not specified. Student

participation in the classroom, as could be observed by the video recording, was limited to high achievers and questions that were asked frequently despite the extensive use of Arabic.

The response journal first offered LEVEL ONE of reflection for the participant in response to learning objectives and the assessment techniques. She did not show change in terms of using Arabic. She reached LEVEL TWO when she mentioned some of the advantages and disadvantages of using the computer in the classroom, even though, as the facilitator of this dissertation believes, she did not use the computer properly as an instructional aid, even after this point was raised during the discussion.

Aside from the instructional aids, she reached LEVEL TWO when she mentioned alternative sequences of instructional activities she could implement to achieve the learning objectives. This was considered progress in the chronological identification of objectives and relevant activities. It is worth noting that the participant referred to the teacher's book to check the objectives even though she indicated that the objectives identified in the teacher's book cannot be taught in the time frame identified there. In addition, the implementation of workbook activities as an assessment tool was an indication of the development of the participant's thinking of in terms of the need for assessment of learning in a well-organized, comprehensive manner.

Finally, in response to questions about her objectives and the assessment used in the classroom, the participant achieved LEVEL ONE in her reflective journal. The participant defined the main objectives of the lesson but was not able to elaborate on the instructional activities and how they served the lesson's learning objectives. However, the participant reached LEVEL TWO of reflection in her discussion of situations in which she could effectively use the students' first language during her teaching of grammatical concepts in EFL context.

It is worth mentioning here that even if the statements provided by the participants did not seem theoretically sound, they were still considered as LEVEL TWO because they offer a step towards and a motivation to think about her beliefs concerning teaching EFL.

5.2.1.3 Listening

As in the other lessons, the participant also remained at LEVEL ONE in the pre-interviews in terms of the objectives, instructional activities, and assessment techniques related to listening. As expected, the participant remained at this level reflection during the pre-interview, offering no clear identification of objectives, instructional activities, or assessment techniques for the upcoming lesson. The objectives of the listening lesson, in terms of the procedures planned or needed for the students to achieve the learning objectives, were not clear in the participant's responses.

Again, the post-interviews reflected the same amount of reflection for questions addressing listening as they had for questions on reading comprehension and speaking and grammar. The participant remained at LEVEL ONE of reflection in the identification of objectives, instructional activities, and assessment techniques. The participant was not able to elaborate on these nor was she able to clarify questions about her practices after the teaching sessions.

In the same pattern as previously discussed, the participant remained at LEVEL ONE in describing the objectives for listening during discussion with the facilitator. She reached LEVEL TWO of reflection in describing her instructional activities as well as in describing her use of questions for assessment. However, with guided reflection, the three main elements of the lesson:

the objectives, the instructional strategies, and the assessment techniques, became clearer and were even explained using relevant procedural steps.

The participant discussed the aspects of her lesson that went well, citing her use of questions for the assessment of student learning and her use of instructional techniques. The participant used oral questions as an easy and readily accessible method for motivating students to participate and assessing student learning. However, it was not clear if the feedback gained by the assessment was used to modify her practices or to support students' learning. The participant gave reasons for her use of certain techniques which she identified as responsible for the success of the lesson. She stated reasons neither group nor pair work were expected to succeed, naming the students' knowledge and achievement levels as well as limitations in the school setting. She expressed her opinion that neither group work nor pair work could be used with success in classrooms that included low performing academic students. It should be noted that even though the participant reached LEVEL TWO in her reflection on instructional activities, her justifications were neither pedagogically nor educationally appropriate. Such justifications reflected the need to help the participant link the relevant pedagogical theory with practice in order to convince her to use these techniques in her classroom. Finally, discussion revealed that this participant reached LEVEL TWO of reflection when she discussed the process of students' learning of new vocabulary. This discussion of the learning process in terms of vocabulary items indicated a development in the awareness of teaching vocabulary within the context of different skills.

Again, the participant's journals showed the same evidence for issues of listening when compared to issues of reading comprehension and speaking and grammar in terms of level of reflection. In the response journal, she reached LEVEL ONE of reflection when describing

objectives and assessment techniques. The participant reached LEVEL TWO of reflection when justifying the use of certain methods in teaching the two verb tenses and the computer as an instructional aid while naming the specific advantages and disadvantages of computer use. She also reached LEVEL TWO with her suggestion of a new sequence of activities in order to ensure the achievement of the objectives and her discussion of time management in her classroom. She explained what went well during her lesson as she provided reasons for her evaluation. The participant did not manage to reach LEVEL THREE of reflection even though she was provided with questions to motivate her to think about possible concrete change in her future practice as a result of this guided reflection.

In the reflective journal, more parallels in the participant's reflective practice appear, despite or perhaps because of the focus on another learning context. The participant reached LEVEL ONE in describing the relevance of one activity/objective taught in the classroom in reference to the teacher's book. She reflected on two methods that could keep the students' attention and reflected on the indicators of the students' achievement of objectives. She also reached LEVEL ONE when describing methods that could help her keep the students' attention and in listing indicators that the students had achieved the objectives. The participant reached LEVEL TWO when she discussed the relevance of two activities (loud and silent readings) in serving the general goal of the lesson which considered progress in skills integration. She discussed cases where one can use the students' native language and her classroom management. The topics that the participant addressed and those for which she achieved LEVEL TWO of reflection were the same topics addressed during the discussion with the facilitator. This could be an indication that the themes that were highlighted by the facilitator were more easily identified by the participant later. The participant reached LEVEL TWO of reflection when she discussed

classroom management by investing in group work and pair work. This suggestion was discussed during the discussion with the participant. This was as indication that the participant considered group and pair work in developing her teaching practices and as a strategy of classroom management to minimize student misbehavior.

5.2.1.4 Writing

When examining writing in the participant's teaching practice, it becomes clear that participant 1 achieves the same level of reflective practice regardless of the pedagogical context in which she is reflecting. In order to demonstrate this concretely, the following descriptions of the levels of reflection with regard to each of the dissertation's instruments review her reflections during the study.

In the pre-interviews, the participant remained at LEVEL ONE when she stated the learning objectives, instructional activities, and assessment techniques. The participant was unable to identify the learning objectives supposed to be achieved by students. She did not consult the teacher's book. The participant's responses to questions on instructional activities were irrelevant to the objectives and the assessment techniques. Writing skills are advanced productive skills, so the participant should have used a reference or consulted an expert teacher on how to teach such writing skills.

Similarly, in the post-interviews, she reached LEVEL ONE of reflection when she named objectives, instructional activities, and assessment techniques. In addition, the experience of teaching the lesson did not add to the participant's competence in her identification of the instructional activities or assessment techniques. However, more details were provided as a result of the teaching experience.

During the discussion with the facilitator, in guided reflection, the participant reached LEVEL ONE of reflection when she described the objectives and assessment methods for teaching writing skills. The participant achieved LEVEL TWO of reflection when she described the instructional activities including using Arabic to support her students and the aspects that did not go well, the aspects that went well with reasons, the aspects that did not go well, and ways to facilitate the student learning.

Promising here is the participant's progress in reaching LEVEL TWO of reflection when discussing the practices that could be improved and the aspects that did not work well. The focus on how her practice could be improved was an indication of development and an attempt to change. Even though this was initiated during the guided discussion performed by the facilitator, the investigation of challenges and how they could be solved in future practice is significant for novice teachers. This improves their attitudes towards and increases their readiness for problem solution.

The response journal again showed the participant first remaining at LEVEL ONE in her reflection of objectives and assessment techniques. However, as she was asked to refer to the teacher's book, she reached LEVEL TWO of reflection in her description of teaching activities in reference to the teacher's book. This development shows the need for future research to investigate whether the level of reflection reached in response journals is reflected afterwards in practice in the classroom setting.

The participant's reflective journal also demonstrated LEVEL ONE of reflection when she described her objectives and the assessment techniques. The wording of the responses on the two main elements, objectives and assessment techniques, was improved.

The participant reached LEVEL TWO when she mentioned the aspects she could change in terms of writing skills with reasons for implementing such change. It was promising that the participant mentioned some aspects that needed to be changed in her reflective journal in response to questions asked by the facilitator. This could be an indication that the participant started thinking independently and reflectively about which aspects could be changed depending on her experience and previous reflection.

Investigating each of these pedagogical contexts, it is clear that both guided reflection opportunities and the journals to facilitate reflection offered the participant the opportunity to reflect beyond LEVEL ONE. This descriptive practice demonstrates the participant's interest in reflection but leaves her mostly recalling and imitating her practice. Though she also achieved LEVEL TWO of reflection, reflection on LEVEL THREE could not be isolated with any of the research instruments, nor did the participant achieve this with regard to any particular pedagogical aspect.

5.2.2. Participant Two

5.2.2.1 Reading/Comprehension

In the pre-interviews, the participant remained at LEVEL ONE of reflection when reflecting on her objectives as well as the planned activities for teaching the lesson for her students. As expected, the participant remained at LEVEL ONE in terms of learning objectives and instructional activities. The wording of the learning objectives reflected a level of understanding of the objectives. However, they were not worded as specific, measurable, short-term, or having observable outcomes; nor did the participant indicate the desirable knowledge, skills, or attitudes to be gained and learned by the students. She indicated the main parts of the

lesson: the vocabulary and the text. Her comments included: *“The text is so long. I want to try to let them understand the text. Short texts are easier to teach but this text is difficult. It requires effort. I want them to know what the text is about. The text has new vocabulary that they must understand and learn.”* The forming of instructional activities reflected a mental understanding of the activities needed in the classroom to teach the objectives. However, the participant reached LEVEL TWO of reflection when she discussed expected challenges and assessment with relevance to student learning. Talking briefly about the challenges reflected the expectations that might challenge or hinder the planned activities, she mentioned that *“[s]hort texts are easier to teach, but this text is difficult. It requires effort.”* However, no alternative plans were suggested for managing these challenges. This indicated that the participant expected limitations imposed by the material’s difficulty and other limitations including time.

The post-interview similarly showed the participant at LEVEL ONE when describing the objectives achieved during the lesson. She reached LEVEL TWO when reflecting on instructional activities, including teaching vocabulary. Her description was more procedural and detailed when compared with the pre-interview. This result was expected, as more details were anticipated after the teaching practice.

The participant was able to achieve a greater level of reflection during the discussion and guided reflection. The participant remained at LEVEL ONE when she reflected on the objectives. With guided reflection, she was able to identify the vocabulary items that needed to be taught in the classroom as well as the content analysis of teaching vocabulary: spelling, pronunciation, and meaning in addition to teaching merely the comprehension text or reading. The participant was able to reach LEVEL THREE when it came to instructional activities including teaching vocabulary. She reflected on the aspects of the lesson that went well. In the

discussion, the participant described the individual differences of students in her classroom and the changes that she would consider in her future practice to accommodate these differences. The participant reached LEVEL TWO when discussing classroom management and while reflecting on the aspects of the lesson that did not go well. Guided reflection helped Participant Two reach LEVEL TWO while reflecting on her teaching activities. She discussed the changes she will implement in future practice. She reached LEVEL THREE when she discussed advantages and disadvantages of group work. The practice of reflection itself was enough motivation for the participant to reach LEVEL THREE in terms of aspects to change in her teaching. After the participant talked about student learning in the pre-interview as a challenge, she elaborated more about her understanding of this issue during the discussion and talked about the students' individual differences. She also was able to suggest changes to meet the students' learning needs and the curriculum objectives after teaching. The discussion with the facilitator after the participant watched the video recording of her lesson produced promising results. The topics (for example, teaching vocabulary, group work) that the participant was able to reflect on were major issues in teaching comprehension and reflected her use of both LEVEL TWO and LEVEL THREE of reflection. Reaching this level is promising in terms of teacher development.

In the response journal, the participant again demonstrated a promising level of reflection. She remained as expected at LEVEL ONE regarding the lesson's objectives, merely stating the objectives: *"The objectives are: students learn the new vocabulary, students get the main ideas of the text, and students answer the main questions about the text."* She then reached LEVEL THREE when reflecting on the instructional activities and describing the logic behind their use. She discussed the aspects she would change in future practices and provided reasons for the intended changes. This development in reflection is attributed to the guided reflection

during the discussion of the observation, as vocabulary teaching and group work were extensively discussed.

The participant did not complete a reflective journal with regard to reading comprehension. Despite this missing instrument, the evidence from the other research instruments indicates the development of productive reflective practice in this participant's teaching reading/comprehension.

5.2.2.2 Speaking/Grammar

As expected, the participant remained at LEVEL ONE in her identification of objectives, instructional activities, and assessment techniques related to speaking and grammar during the pre-interviews. The participant did not refer to the teacher's book to identify the objectives, the instructional activities, or the assessment techniques. Instead, she elicited her objectives from the textbook. *"I want to teach the simple past and the past continuous. I want the students to know when and how to use [these tenses]. I want to demonstrate some sentences for the students; I want them to [practice using exercises]."* The instructional activities and assessment techniques were suggested depending on the participant's understanding of the lesson's objectives. This was a risky choice, as there was a high likelihood that the participant could not accurately and/or properly identify the objectives or the related instructional activities and assessment techniques.

The post-interviews revealed that the participant reached LEVEL TWO when she discussed the lesson's objectives related to students' learning and skills. She analyzed the objectives using content analysis and expected to thus decipher the needed skills and knowledge for achieving the lesson's objectives. She mentioned the lack of some skills and knowledge that caused her to re-teach some elements.

This participant remained at LEVEL TWO when describing the instructional activities and steps used to teach the self-identified objectives in the post-interview. She described the activities she used and the aspects of the lesson that did not work well. She tried to describe in detail the main steps for teaching grammatical concepts. She also reached LEVEL TWO during reflection on assessment during the lesson. This was an indication of the teacher's reflection during teaching action.

The discussion of elements regarding speaking and grammar showed levels of reflection similar to those in reading comprehension. The participant reached LEVEL TWO in response to the objectives. She was able to develop the wording of the learning objectives when she explained those used in the lesson discussed and was also able to describe the aspects of the lesson that went well in terms of students' prerequisite skills.

The participant reached LEVEL TWO in response to the assessment. The participant demonstrated LEVEL THREE when reflecting on how she changed her planned teaching practices during her classroom experience. The participant again reached LEVEL THREE when discussing the aspects she might need to change in her future practices. The participant was able to reach LEVEL THREE in response to the instructional activities in connection to the changes suggested by the facilitator. She reached LEVEL THREE because she reflected on the modification of her teaching based on students' current skills and knowledge.

The participant reached LEVEL TWO of reflection when discussing the use of Arabic, its justifications, and when and why she should use it. In fact, the participant mentioned cases in which the teacher, according to some research, which she cited in the discussion, can use the students' native language. Notably, the use of examples in English in an EFL context was not

preferred by the participant. Giving examples and explaining the sentences in Arabic provided her with an easy option to teach grammatical concepts directly, particularly when comparing two concepts.

The participant remained at LEVEL ONE of reflection when describing her own misconceptions of certain grammatical concepts as a teacher. The participant reached LEVEL TWO when comparing two types of assessment and when realizing that she needed to modify her teaching. She remained at LEVEL TWO when she described using Arabic as the students' native language. The participant was able to reach LEVEL THREE while reflecting on the aspects of her teaching that she intended to change in her future practices. This was promising. She referred to her experience to suggest changes and modification in practices. The participant remained at LEVEL ONE when describing the role of the teacher and the role of students in achieving the objectives, the students' prerequisite skills, and her own misconceptions as a teacher, especially those related to specific grammatical concepts. She discovered this grammatical misconception after being asked by the facilitator to refer to the teacher's book and a grammar resource available in the school library. In developing reflective practice, it is important to motivate novice teachers to check references and confirm their knowledge of certain grammatical concepts before teaching them to students. Encouraging novice teachers to read further material about certain concepts taught in the school curriculum enriches the teachers' knowledge.

In the response journal, the participant remained at LEVEL ONE when describing her role as a teacher and the role of the students in achieving the learning objectives. The participant was only able to reach LEVEL ONE when reflecting on her objectives and on assessment. It was a challenge for the participant to achieve a higher level of reflection in reference to teaching

grammar concepts. However, she was able to reflect on new aspects of the teaching-learning process while detailing the instructional activities she used to teach the objectives.

In her reflective journal on the lesson regarding speaking and grammar, the participant remained at LEVEL ONE in her description of the objectives and assessment strategies. As indicated by the participant, she referred to the teacher's book. However, she was able to reach LEVEL THREE when reflecting on the aspects of her teaching that she needed to change, giving reasons for these changes based on negative experiences in the classroom. This shows that her practice is a central factor in promoting reflective thinking about new aspects of teaching practices.

5.2.2.3 Listening

In the pre-interview regarding listening skills, the participant again remained at LEVEL ONE in her description of the objectives, the sequence of activities, and the assessment techniques used. Her reflective practice with regard to listening seems to parallel her practices concerning reading comprehension and grammar/speaking in each of the dissertation's instruments.

The post-interview for the lesson focused on listening also showed the participant at LEVEL ONE when describing her objectives and assessment techniques. She reached LEVEL TWO when explaining the sequence of instructional activities and the challenges faced while teaching listening skills. She reflected on the other skills needed to teach listening and the kind of support she gave to help her students to achieve the objectives of the lesson. Teaching listening skills seems challenging for this participant, as this topic requires the participant's knowledge of vocabulary and grammar.

The discussion of the listening lesson again revealed the participant remaining at LEVEL ONE in her description of her objectives and assessment techniques. She reached LEVEL TWO of reflection when justifying the sequence of activities used to teach the objectives and when discussing how to address individual differences while teaching listening. She discussed how to address individual differences while teaching listening comprehension.

In her response journal, the participant first remained at LEVEL ONE when describing the objectives in reference to the teacher's book. However, this description added to the participant's knowledge and skills in terms of how to identify the objectives of a listening lesson. Listening is a skill that students need to learn by practice; it requires a greater amount of teacher awareness in order to predict challenges and plan activities to scaffold students' learning.

The participant reached LEVEL THREE when describing her instructional activities. The participant mentioned the instructional activities in sequence while matching them to the objectives. She checked the teacher's book before teaching the lesson and she found that the steps suggested were impractical. However, after teaching the lesson, she thought about the logic behind the activities suggested by the teacher's book. The practice and the discussion of the practice provided the participant with deeper insights into the logic behind activities in the teacher's book. The participant remained at LEVEL THREE when she described the assessment techniques. She discussed other skills related to listening and their relevance to students' learning. In her trial to suggest changes after her recognition of the logic behind the teacher's book instructions, the participant discussed the sequence of activities that she could design as stated in the teacher's book. Moreover, she reached LEVEL THREE when discussing other skills related to listening and their relevance to students' learning and the sequence of activities that she could design to implement all of the activities as stated in the teacher's book.

The participant did not complete a reflective journal addressing listening. Nevertheless, as was the case with the participant's reflection with regard to reading comprehension, her ability to reach LEVEL THREE is promising for her further development as a teacher.

5.2.2.4 Writing

In focusing on writing, the participant's reflection again remained at LEVEL ONE in her description of the objectives and the instructional activities in the pre-interviews. She reached LEVEL ONE when she discussed assessment of students' learning of the lessons' objectives. Assessment was a major concern for the participant.

In the post-interviews, the participant achieved LEVEL ONE when describing the objectives as well as in her description of the instructional activities. The participant remained at LEVEL ONE when she described the assessment of students' learning of the lessons' objectives.

In the discussion, the participant first stayed at LEVEL ONE when she described her objectives. She then reached LEVEL THREE of reflection when she discussed the instructional activities including the changes that she would implement in her future practices based on experience. In addition, she described the challenges that she encountered while teaching the lesson. She provided neither justification for nor an explanation of such challenges or why she may have encountered them. She discussed the instructional activities that could be used to motivate the students to write. She reflected on the justifications for some of her actions and on things she could change with regard to her students' learning and discussed the significance of developing questions before writing and making rational decisions.

The participant reached LEVEL TWO when she discussed the assessment of writing. The facilitator raised many issues and questions about assessment to scaffold the participant's assessment practice. The participant then was able to reach LEVEL TWO when she discussed reasons for and standards needed for assessment.

In her response journal, the participant reflected on writing much in the way she had reflected on the other skills. She remained at LEVEL ONE when describing her objectives. Surprisingly, the participant achieved LEVEL THREE when describing her instructional activities. This is because she suggested changes to her practices when she recalled the instructional activities. The participant remained at LEVEL TWO when describing the assessment techniques for writing activities. She described the challenges of writing assessment and how she can deal with such challenges.

5.2.3 Participant Three

5.2.3.1 Reading/Comprehension

The participant remained at LEVEL ONE of reflection in her pre-interviews when she stated the learning objectives, instructional activities, assessment techniques, and expected challenges such as shortage of time. The participant demonstrated an understanding of her objectives, instructional activities, and assessment strategies. In the post-interview, the participant remained at LEVEL ONE. She described her objectives, instructional activities, and assessment techniques. Additionally, she was able to make associations between the activities and the objectives achieved in her classroom.

During the discussion, the participant remained at LEVEL ONE of reflection when describing the objectives achieved during the lesson and when describing the achievement of one

objective that revealed itself during the discussion. This participant was much more articulate in the post-interview than in the pre-interview. She then reached LEVEL THREE when describing the sequence of classroom activities with justifications for their use and giving an assessment of each objective within the instructional activities. The link between the objectives, the instructional activities, and the assessment of learning objectives demonstrated the participant's content pedagogical knowledge. Motivated by the facilitator's questions, the participant was able to reach LEVEL THREE in her description of the assessment techniques in reference to the individual differences and the objectives during the discussion. She discussed students' individual differences and how to deal with these during the lesson's activities to achieve the objectives. She also reached LEVEL THREE when reflecting on the aspects she would like to change to attract the students' attention and develop conversation in the classroom. She based her suggestions on her own experience and viewed the students as individual learners.

In her response journal, the participant reached LEVEL TWO of reflection when she described the learning objectives and the sequence of instructional activities. She explained her justification of the aspects she intended to change in reference to the students' individual differences and the objectives stated by the curriculum. She then reached LEVEL THREE when she described and justified the assessment of each objective within the activities.

The participant's reflective journal revealed that she remained at LEVEL ONE when describing the objectives in response to the teacher's book. She reached LEVEL TWO when she discussed assessment and when she compared what the teacher's book specified to what was taught in the classroom in terms of the activities used to teach the lesson.

5.2.3.2 Grammar/Speaking

In the pre-interviews, the participant remained at LEVEL ONE in her description of objectives related to grammar and speaking. The participant also remained at LEVEL ONE of reflection in her description of the instructional activities. It was clear that she had referred to the teacher's book instructions for guidance in her lesson planning. This participant again achieved LEVEL ONE in naming questions as a tool of assessment. The post-interviews also revealed the participant at LEVEL ONE in her description of objectives. She remained at LEVEL TWO in her description of instructional activities. She justified her use of the instructional strategies that correlated with the learning objectives. The participant again remained at LEVEL ONE in her description of asking questions as a tool of assessment.

Discussion after the classroom sessions helped to further investigate the participant's reflective practice in the context of grammar and speaking. The participant reached LEVEL TWO in her description of the objectives achieved by the students with some indications of student learning. The participant reached LEVEL TWO with her description of asking questions as an assessment technique. She achieved LEVEL THREE when discussing her instructional activities and describing things she would change in the future. She did not mention her specific justification for such change or link it to any particular negative experience. She only stated that some types of questions were more suitable for certain content. In addition, she discussed methods used to teach specific objectives with her reasons for choosing them, as it was a challenge to achieve some of the objectives for students of this age. She discussed two alternatives, one she used and one was suggested by the facilitator. She described using more than one sense to teach grammar. She thoughtfully discussed when the teacher can use the students' native language for kids in the context of foreign language teaching. She demonstrated

a positive attitude towards the use of English as the sole language of instruction in the EFL classroom. This could be attributed to two factors: the strict instructions given by the school administration in the private schools she worked in and the students' ability to learn in the first grade. A third reason could be added, the fact that the participant is confident of her skills as a teacher, as she demonstrated during the course of data collection.

In her response journal, the participant reached LEVEL ONE when she described the objectives stated in the teacher's book and then compared them to her achieved objectives. The participant reached LEVEL TWO when she discussed the things that went well in her lesson, providing reasons for and justifications of her inclusion of certain teaching objectives in a specified time, her use of real objects in authentic context, and the frequent feedback given to the students. The participant reflected on her time management in relation to time distribution of the activities designed to teach the objectives. She compared two sequences of activities for teaching the same skills to two different sections. She remained at LEVEL ONE of reflection in response to student assessment.

The participant reached LEVEL ONE when she described the objectives in her reflective journal; she specifically mentioned the steps used to teach the objectives with reasons for how they helped the students learn the objectives and then described her instructional aids. She reached LEVEL TWO in correlating her teaching practices to student learning as she described, in detail, the steps used to teach the lesson with reference to student learning. She was able to design her teaching actions in steps related to the students' learning of the objectives proposed by the curriculum. The participant reached LEVEL TWO when she discussed assessment techniques. She demonstrated a distinction between assessment and evaluation. Furthermore, she

demonstrated a distinctive understanding of formative assessment and summative assessment strategies.

5.2.3.3 Listening

As was expected, the participant remained at LEVEL ONE in her description of the learning objectives, the instructional activities, and the assessment techniques during the pre-interview. However, it is notable that the objectives, instructional activities, and assessment techniques were well defined by this participant.

The participant remained at LEVEL ONE in the post-interview as she described the objectives of her lesson. The participant described how each objective was taught in detail and described her assessment with a description of some challenges she faced. She put all of these elements into one narrative and explained their connections to each other, reaching LEVEL TWO in reflecting on instructional activities. Nevertheless, this participant remained at LEVEL ONE when describing her assessment techniques.

The participant remained at LEVEL ONE during the discussion when describing the learning objectives achieved during the lesson. She was able to reach LEVEL THREE of reflection when she discussed instructional activities with some suggestions for future practices by discussing more concrete details of the steps needed for change. She provided a description of how each step served the objectives of the lesson, how the teacher could address individual differences and refer to students' learning, and how she could improve future practices. The participant remained at LEVEL ONE in her description of the aspects of the lesson that went well. She discussed the students' individual differences while mentioning potential differences between the students. The participant remained at LEVEL TWO in her description of the lesson

and her management, including punishment, depending on the context. She discussed student assessment using examples from different stages of the lesson with reference to student learning and the learning objectives. In addition, she suggested that the modification of her teaching practices could be an option depending on her assessment of students' learning. The participant suggested specific modifications of her practices based on her experiences in the classroom after describing the aspects that went well in her lesson. She was able to reach LEVEL TWO as she correlated student learning with assessment.

The response journal showed that the participant remained at LEVEL ONE in terms of the objectives and the instructional activities but that she was able to reach LEVEL TWO of reflection when explaining assessment in reference to student learning and individual differences. The focus on learning and assessment as an instrument to check understanding and attain feedback to modify/keep her teaching practices was central to her reflection. She remained at LEVEL ONE while discussing assessment, even with the guidance of the facilitator.

In her reflective journal, she again remained at LEVEL ONE in terms of the objectives. Participant Three was able to reach LEVEL TWO in terms of student assessment. She specified the kind of content knowledge each of the questions assessed. The participant remained at the same level of reflection she achieved in her response journals. Nevertheless, her attention to assessment is promising because she considered the modification of practices as relevant to the assessment process. Her focus on assessment helped her reach LEVEL TWO when she discussed the instructional activities.

5.2.3.4 Writing

When investigating the participant's reflective practice, the context of writing objectives reflects a similar reflective practice to that achieved in terms of reading comprehension, speaking and grammar, and listening. Pre-interview questions pertaining to writing revealed that the participant remained at LEVEL ONE in her pre-interview. She named the objectives, the instructional activities, and the assessment techniques of her lesson in response to direct questions: What are your objectives?; How will you teach your objectives?; and How will you assess your students' learning of these objectives.

The participant also remained at LEVEL ONE of reflection during her post-interview, adding more details about the objectives she achieved, the instructional activities she used, and the assessment techniques of the lesson's learning objectives she implemented in the lesson.

During discussion with the facilitator, the participant reached LEVEL TWO when she described the objectives, instructional aids that could be used to teach them, and punishment as a strategy for classroom management. She reached LEVEL TWO when describing assessment activities, giving justifications for them, and describing learning through playing along with its advantages. She was able to achieve LEVEL THREE when she discussed the sequence of instructional activities and the use of instructional tools to serve the achievement of learning objectives. She also reflected on the connection of teaching writing and concrete grammatical concepts to first grade students (integration of language competences/skills).

The response journal showed that the participant again remained at LEVEL ONE when she described the objectives in reference to the teacher's book. The participant reached LEVEL TWO when she elaborated on these objectives with explanations of methods of learning through

play. The participant discussed the challenges faced during the lesson and how to deal with them in reference to student learning and specified objectives. She elaborated on and justified the selected methods of learning through playing. She discussed the challenges faced during the lesson and strategies for dealing with them. The participant benefited from the response journal as it gave her the chance to develop ideas for modifications to her practices based on logic; this became clear in the connection she made between the objectives and student learning.

In her reflective journal, this participant remained at LEVEL ONE when describing the objectives in reference to the teacher's book. The participant reached LEVEL TWO in explaining the instructional activities she had used in the lesson. She also reached LEVEL TWO of reflection when she responded to prompts about assessment.

The participant showed capacity for reflective practice in the context of examining challenges faced in the classroom and brainstorming solutions for the future based on students' needs. Although she remained at LEVEL ONE while describing her learning objectives, as did participants One and Two, her ability to reach LEVEL THREE under guidance is a marker of helpful and productive reflective practice and shows promise for her future as a teacher.

5.2.4 Participant Four

5.2.4.1 Reading/Comprehension

Participant Four demonstrated patterns similar to those seen in some of the other participants. Nevertheless, each participant's case gives insight and helps to isolate and explain the variety of novices' reflective practices in their contexts.

This participant remained at LEVEL ONE of reflection when describing the learning objectives in the pre-interview for the lesson focusing on reading comprehension. This participant also remained at LEVEL ONE when she described the instructional activities and when she described the assessment techniques. It was clear that the participant was able to identify some of the lesson's objectives. However, her identification of these objectives indicated the need to consult a trustworthy reference, adjust time management, and restructure the distribution of classroom time regarding the learning objectives.

The participant also remained at LEVEL ONE in the post-interview when she described the learning objectives and the assessment techniques. The participant reached LEVEL TWO when explained the instructional activities. However, the wording of her responses was mostly procedural. In further discussion with the facilitator, the participant remained at and achieved LEVEL TWO when she described the learning objectives. She compared the objectives in the teacher's book and the objectives identified by the participant herself to justifications of her choices. This time she was able to deliver measurable objectives in reference to the textbook and the teacher's book while considering students' backgrounds and the number of students attending the class. She justified and explained the use of the instructional activities she used, reflecting on her own experience. She then compared the objectives in the teacher's book with the objectives she had identified herself and gave reasons for the differences and comparisons. She discussed methods for dealing with individual differences amongst her students. The facilitator's questions motivated the participant to further her reflection on the relationship of student learning to their individual differences. In addition, she discussed using the students' native language when teaching vocabulary and the other instructional aids she used in teaching vocabulary. She

remained at LEVEL TWO when she justified the assessment techniques used in reference to the students' individual differences and learning.

In her response journal, the participant remained at LEVEL ONE when she stated the learning objectives. She reached LEVEL THREE when she discussed the modification of some practices as suggested by the facilitator during the discussion of objectives. She discussed the aspects she could change in the future based on a balance between practice and theory (the teacher's book, curriculum, and classroom reality). This level of reflection was promising. It focused on the core of development by establishing connections between theory and practice based on the reality of the classroom and student learning.

In the reflective journal, she remained at LEVEL ONE when describing the learning objectives in the teacher's book and the objectives she achieved during the lesson. This was an opportunity for her to refer to the teacher's book before and after practice and to reflect on individual teaching practices. The participant reached LEVEL TWO when she justified her use of certain methods suggested by the teacher's book. This indicated that the participant tried to correlate theory (represented partly by the teacher's book) and practice (represented by classroom experience). The participant discussed the aspects she would like to change in the future with reference to the teacher's book, student learning, and students' individual differences.

5.2.4.2 Speaking/Grammar

As in the pre-interview questions on reading comprehension, the participant remained at LEVEL ONE in her reflection on objectives and assessment with regard to speaking and grammar. However, when compared to the teacher's book, the objectives were clearly identified

for the lesson at hand. She reached LEVEL TWO when she talked about the instructional activities.

In the post-interview, the participant remained at LEVEL ONE in responding to questions about the objectives and assessment techniques. The participant again reached LEVEL TWO in her reflection on instructional activities.

With the help of the facilitator, the participant achieved LEVEL ONE in delivering an accurate description of the learning objectives and assessment during the discussion. The participant reached LEVEL TWO in discussing of her reflection on the instructional activities. She justified her practices and explained the purposes and objectives they served. She relied on her classroom as an indication of the mediation, if needed, required to complete her objectives. She reflected on enhancement and punishment as tools for classroom management and discipline. The participant was proud and confident of her style of classroom management. She reached LEVEL TWO when she discussed her motivations with examples from her own experience.

Her response journal showed that this participant reached LEVEL TWO concerning her reflection on learning objectives and assessment. She further reflected on the importance of considering the unit as whole in teaching any certain lesson's objectives. The participant also reached LEVEL THREE during her reflection on linking teaching activities to student learning. She discussed methods that could be used to motivate students in different contexts. She reflected on what could be changed and the alternatives she had for that change. She compared her own practices to the steps specified in the teacher's book and justified differences in reference to students learning and the individual differences. It is clear that the response journal

has deepened the participant's understanding of the issues raised during the discussion of the observation. The participant wrote about the aspects that could be changed in her teaching practice and suggested alternatives.

In her reflective journal, the participant reached LEVEL ONE in reflecting on the learning objectives. The participant reached LEVEL TWO when discussing student assessment. She analyzed the content she needed to assess in her teaching to deliver the lesson's objectives. The participant also reached LEVEL TWO in her reflection on the sequence of teaching steps. She organized teaching activities in steps according to the lesson's learning objectives. She reflected on motivation and the individual differences of her students. She additionally explained and reflected on the learning differences among her students.

5.2.4.3 Listening

In the pre-interview, the participant remained at LEVEL ONE when she reflected on the objectives. She reached LEVEL TWO when she reflected on instructional activities; noting some expectations of students in relation to the assessment of each objective. She expected challenges during the listening class but she was not able to develop a plan B for dealing with those challenges.

In the post-interview, the participant remained at LEVEL ONE when she reflected on the learning objectives that were achieved and when she discussed student assessment. However, she reached LEVEL TWO when she talked about the instructional activities.

In the discussion, the participant remained at LEVEL ONE when reflecting on the learning objectives related to the exercises in the textbook. The participant was able to reach

LEVEL THREE when she reflected on the sequence of activities carried out to teach the objectives and the role this sequence plays in students' learning. The participant reflected on the aspects of the lesson that went well, giving reasons for her success and alternatives to those aspects that presented problems. The participant reflected on possible changes for future practice with focus on the reasons for such change. She again discussed the steps used to teach objectives in reference to students' learning. The participant reached LEVEL TWO when she reflected on assessment in reference to students' learning.

In her response journal, the participant reached LEVEL TWO when she reflected on assessment techniques. She stressed matching learning objectives to instructional activities and, consequently, the assessment of those objectives. She referred to both formative and summative assessments. The participant reached LEVEL THREE when reflecting on the instructional activities related to the textbook and justifying their use in relation to context, reflecting on the alternatives in reference to her own classroom experience and student learning.

The participant remained at LEVEL ONE in her reflective journal when she reflected on the learning objectives. She reached LEVEL TWO when discussing the sequences of activities and their relevance to learning objectives. She suggested some aspects to change in the future. In her suggestions for modification of her future practices related to assessment, she reached LEVEL THREE, as she, perhaps owing to the discussion with the facilitator, discussed trustworthy references including the teacher's book the textbook.

5.2.4.4 Writing

As in the other aspects examined with regard to participant 4, the pre-interview questions related to writing revealed that the participant remained at LEVEL ONE when she described the learning objectives, instructional activities, and assessment techniques.

In the post-interview, the participant remained at LEVEL ONE when she described the objectives she achieved during the lesson and those that were not achieved. However, it would be more useful for teacher development if the reasons for this are stated after the participant has watched her practices on video and compared her written objectives with achieved plans. The participant also remained at LEVEL ONE when she described the instructional activities and the assessment techniques used in the lesson focused on writing. The participant reached LEVEL TWO when she mentioned the aspects she hoped to change, but did not provide justification for these proposed changes. It would be helpful if the participant mentioned reasons for change, as this would reveal her attitudes and beliefs before she had the chance to observe her own practices. She again remained at LEVEL ONE when describing assessment methods.

In the discussion, the participant remained at LEVEL ONE when she described the objectives achieved and those not achieved even though they were a part of the lesson plan. The participant also remained at LEVEL ONE when describing the instructional activities. The participant reached LEVEL THREE when explaining her assessment techniques. She discussed the ways in which assessment during the writing process enhances the quality of writing in reference to student learning, enabling her to change some of her practices to respond to students' learning. The participant reached LEVEL TWO when she discussed the advantages and disadvantages of using pair work in teaching writing.

In her response journal, this participant remained at LEVEL ONE when describing the objectives achieved and the assessment techniques. The participant reached LEVEL THREE when reflecting on the instructional activities by linking them to the individual differences. She reached LEVEL TWO in her discussion of how the use of pairs improved the writing process when compared to the individual learning style the participant used in her own classroom.

In the reflective journal, in reference to the teacher's book, the participant remained at LEVEL ONE in her description of the learning objectives. The participant again reflected at LEVEL THREE in her explanation of student assessment. She discussed how formative assessment techniques versus summative assessment techniques helped her to improve student learning and support individual differences in writing skills. The participant reached LEVEL TWO in response to the instructional activities as well as in her discussion of the use of keywords, hints, and vocabulary (instructional aids) written on the chalkboard to support the students despite individual differences.

5.2.5 Cross-Comparison Discussion of Question II

This section examines the case by case results of Question No. II: In what contexts did the participants engage in reflective practice? To genuinely consider the contexts in which the participants engaged in reflective practice, specific data from the following sources were collected and discussed:

- a. The pre-interviews and the post-interviews were the first two opportunities to provide contexts for reflection. The pre-interview offered a context for providing reflections about the planning of the objectives, the instructional activities, and the assessment tools. The post-interview offered a fresh context to reflect on the objectives, the instructional

- activities, and the assessment tools after implementing them in the classroom.
- b. The discussion was a context for guided reflection in which each participant, guided by the facilitator, discussed and talked about many aspects of the lesson including, but not limited to, objectives, instructional activities, and assessment tools.
 - c. The journals provided two different contexts for reflection. In addition to the fact that they offered a written context for reflection, participants were asked to reflect on aspects of their lessons that were not fully covered during the discussion in the response journals. However, the reflective journal also served as a semi-independent experience in which the participants were asked to choose a lesson similar to the lesson that was taught during observation in terms of the main competence or skill and to reflect in writing after teaching the lesson. The questions were general, as the facilitator tried to cover the most prominent aspects of the lesson.
 - d. Finally, the present dissertation allowed the participants to reflect in different contexts: in self-independent reflection as in the case of the reflective journals, verbal reflection as in the cases of the interviews and the discussion, written reflection as in the case of the two journals the participants wrote during different stages of the dissertation. Consequently, the nature of their reflections was definitely influenced by the nature of the tasks that were set for them to perform (Calderhead, 1989).

The reflection interviews showed that the participants reflected when they were asked to provide justifications for certain practices when considering change/improvement. In addition, the participants were motivated to reflect when they discussed teaching certain concepts with the facilitator. Teaching the same concept or lesson for the second time or to a different class allowed the participants to compare and contrast different practices and to apply lessons learned

in the same context. In addition, receiving student feedback on teaching practices, attained either through assessment or evaluation, allowed the participants to question their practices according to the outcome of the lesson and failure or success of the objectives. The participants thus reflected on their practices when they faced a problem in a “problem solving” context.

Dialogue is the backbone of the strategies used to promote reflection amongst the participants, particularly in problem solving. The facilitator tried to motivate more dialogue by asking questions, particularly wh-questions. A wh-question is a question that contains an interrogative pro-form. It is a question whose answer requires giving information. Such questions promoted participants to seek details, descriptions, justifications, and evidence related to the practice being discussed. Because they are open-ended questions, they were more effective in eliciting description and, presumably, reflective thinking. The questions were of great benefit for exploring alternatives for certain teaching situations as well as for the promotion of discussion of practice that could be changed/kept/modified with justification of these options. The participants reflected more effectively when they engaged in dialogue as a means of self-improvement. Answering question wh-questions promoted the participants to explore alternatives to as well as reasons, justification, and solutions for the teaching situations they experienced.

It was clear that the four participants were able to develop their reflection around a “case” in the context of teaching –learning experience that emerged from their practices and the discussion of their practices. The first participant’s prominent cases were classroom management, the use of the students’ native language in the context of EFL, and the identification of learning objectives. The cases for the second participant were the use of Arabic in the context of EFL and skills integration. These cases for the fourth participant were time management, the integration of the four skills/competences, and the focus on objectives. The

case for the third participant related to the students' motivation during classes at the primary school and the four skills/competences integration. They each tried to examine such "dilemmas" and solve them in their educational settings, the contexts in their own classrooms and at their own schools. This aligns with Zeichner and Liston's (1996) belief that a reflective teacher examines, frames, and attempts to solve the dilemmas of her classroom practice. Furthermore, Barnett (1997) considered that through reflection on one's own situation, teachers gain mindfulness in terms of the causes and consequences of their teaching actions.

The data showed that participants, while at LEVEL ONE of reflection, were able to describe and recall teaching/learning issues presented in the classroom and sharing language learning experiences. This description and recall involved matching one's own skills and strategies to external guidelines and predetermined goals and focused on general instruction and management behaviors based on research about teaching. At LEVEL TWO of reflection, participants were able to interpret, analyze, and discuss issues related to topics covered in the classroom and certain professional issues; and they were able to develop or isolate cases about professional issues. This process of finding cases involved clarifying the assumptions that underlined means, goals, and outcomes in teaching as well as assessing the consequences of one's actions based on personal experience. More specifically, in the study, practical reflection entailed focus on improving actions and the results derived from this focus. However, once at LEVEL THREE of reflection, the participants were also able to evaluate different aspects of the textbook. They were also able to express their personal voice concerning what was learned and share their own insights, express their feelings and concerns, assert their beliefs, seek guidance and assistance regarding professional development and response to questions, and discuss their

response to the facilitator's feedback and comments. Reflection at LEVEL THREE involves forward planning which guides future action, the more practical purpose of reflection.

As noted by Kaywork (2011), the majority of the participants' written and oral reflections in this study (particularly Participant One) were descriptive; the participants mainly provided a narration of what occurred in their teaching experiences rather than explaining or justifying their practices. During these descriptions, they generally did not include any questioning of what they did or why they chose such actions. However, the participants began to move beyond basic descriptions as they moved into the stages of intervention, particularly with guided reflection. The facilitator invested time in opportunities to ask questions that required deeper thought, analysis, and more detail. Though this was often effective, there were also instances in which the questions asked by the facilitator did not help improve reflective practice.

Guided reflection helped the participants think about further aspects of their teaching and, in some cases, move to higher levels of reflection, where they considered alternatives, consequences and suggested changes to teaching practices. Each participant showed different capacities and preferences when expressing such thoughts. Some participants indicated a heightened capacity for reflection in oral communication (Participants Two, Four) when compared to written practice and vice versa (Lee, 2005). Three participants (Two, Three, Four) emphasized the benefits of conversation as a method of reflection. Such dialogue included discussions, asking questions, finding solutions, developing concepts, questioning understanding, and confirming ideas and concepts.

As indicated by Lee (2005), the findings of this study indicated variations in the content of and pace at which reflective thinking depended on the personal background, field experience,

context, and mode of communication or strategies used to motivate reflection. The contexts in which the participants were called upon to engage in reflective practice gave rise to diverse forms of reflection; the capacity to engage in descriptive reflective practice often compensated for the lack of critical reflective practice; when the participants began to engage in patterns of reflective thinking and practice, they tended to move from descriptive to dialogic, and then to critical reflection. The strategies' structure, in this dissertation, aimed to empower the participants to develop a gradually more sophisticated ability to critically evaluate their own teaching practices and students' learning, with the consideration that such practice should help each participant to develop an authentic teaching style which fits her own viewpoint.

During the pre-interviews, the participants did not recognize possibilities for reflective thinking in relation to their teaching practices. They all remained at LEVEL ONE of reflective practice, describing their plans for the classroom rather than investigating them. They (with the exception of Participant Three) did not seem to be able to control the learning which took place in other contexts by applying reflective practice directly to the immediate context of their teaching practice. However, the post-interviews provided a chance for participants to gain insight into another perspective on the challenges they faced in their own classrooms. The discussions offered participants the chance to explore the main aspects of the lessons after reviewing recordings, providing the participants with both deeper understanding and additional perspectives while discussing the situation with a colleague, in this case the facilitator. In addition, the response journals provided a structured opportunity to extensively write about certain aspects of classroom practice as a response to the facilitator's questions. Nonetheless, the reflective journals were the first reflective writing experience for the participants, focusing on the same competence/skills and covering the main aspects of the lesson.

Section III: Discussion of Question III: What were the main themes the participants reflected on?

The purpose of this question is to consider, in detail, the knowledge that the participants' answers, responses, and questions uncovered in order to understand the primary themes the novice teachers considered during the intervening reflective practices of the study. Keeping this question in mind, this section discusses the topics and the themes the participants reflected on within the three main categories of knowledge: content knowledge, pedagogical knowledge, and pedagogical content knowledge. It is important to note that the researcher used the word reflection here with some reservation and caution because the participants mentioned these issues but, in some cases, they did not truly reflect on them or only managed to describe them while remaining at the first level as discussed in Question II. However, the evidence of descriptive reflection during guidance in reflective strategies deserved consideration as this technique revealed issues that the participants faced and considered during their teaching practices. Those issues, or themes, reflected the participants' concerns and/or their misunderstanding or understanding of the issues at hand. Thus, this question focuses on the content of supposed considerations and reflections that emerged from the data collected.

The following section discusses the results of Question III. The result of each participant is first discussed separately, as in the previous section. For the purpose of considering similarities and differences, the results of the four participants are then considered collectively in the general discussion of the results.

5.3.1 Participant One

5.3.1.1 Content Knowledge

In the reading/comprehension lesson, in both the pre-interview and post interview, Participant One identified vocabulary items as the main objective of the lesson. She also expressed her opinion that teaching the character "*Ibn-Sina, the scientist*" was the objective, though how and what the content entailed were not identified. She did not mention any of the reading skills such as finding information, extracting specific data from a text, or identifying main ideas, important facts, and supporting details.

During the discussion, with the help of the guided reflection questions, the participant developed her knowledge to include teaching the vocabulary (meaning, punctuation, and spelling), and 'some' ideas about the text. The use of 'some' in the context of reading comprehension lesson expresses uncertainty. This is because the participant needed to develop her own competence in identifying the main ideas of the text and making them the focus of the lesson. Thus, the participant then needed to develop her competence in decision-making to be able to decide what ideas, usually the main ideas, she needs to include in her objectives. In her response journal, the participant remained at the same level of reflection in terms of vocabulary and ideas that needed to be taught. However, in her reflective journal, referring back to the teacher's book, she was able to isolate the main ideas that she wanted her students to know after studying the lesson.

In the speaking/grammar lesson, in the pre-interview, the post-interview, and the reflective journal, the participant responded to the question of objectives with "*past continuous.*" She knew that the lesson focused on the past continuous but was unable to isolate or express the

content or analysis of the tense which should be taught. For example, she did not refer to the grammatical format, the use of the grammatical structure, etc. With the help of guided reflection during the discussion session, the participant was able to define the structural format of past continuous tense. However, the consultation of the teacher's book or the curriculum in identifying the lesson's objectives was extremely significant in this participant's awareness of the learning objectives. In the reflective journal, she did not refer to the teacher's book to determine which content elements needed to be taught in a specific lesson. Taking into consideration the fact that the participant was told the importance of referring back to the teacher's book during the identification of objectives, the participant did not rely on the teacher's book or on any other reference. The reason the participant did not check the teacher's book before she taught the lesson was not quite obvious. She initially said that the teacher's book was not practical or realistic. On another occasion, she said that the teacher's book only addressed the high achievers. The questions which remain are: How could the participant have known that the teacher's book was impractical without referring to it before teaching the lesson? Was this an attitude transferred from other colleagues or teachers? Did this opinion develop because the participant did not know how to use the teacher's book? Was it instrumental in the participant's recognition that teaching is a profession that needs clear tools or demonstrative of her lack of recognition of this fact?

In the listening lesson, during both the pre-interview and the post-interview, students' listening competence was missing from Participant One identification of the lesson's objectives. She identified the learning objectives as filling in the blanks with the suitable word. Listening competence was not analyzed as a skill learned by practice over time. During the discussion session, with guided reflection, the participant concluded that the students needed to listen and

then fill in the blanks depending on what they listened to. The students needed to receive the language items and recode them to be able to extract the information they needed to complete the sentences. The participant also indicated that learning a vocabulary item included knowing how it should be pronounced. This knowledge helps in understanding what is said and in enabling the recognition of the word needed in the sentence to make it comprehensible in the fill in the blank activity. The participant added that some words are especially difficult for students to understand. She was not able to identify or describe what she meant with the word 'difficult,' how she knew that certain words were difficult for the students, or what she might do to facilitate the learning of those words. In the response journal and the reflective journal, the participant mentioned listening as an objective of the lesson when asked. Given the fact that the participant had access to the teacher's book and its predetermined lesson structure and the objectives, the participant was able to achieve basic reflection and use the word 'listen,' showing that she knew that the main skill in such lessons is listening.

In the context of the writing lesson, in the pre-interview as well as the post interview, the participant partly defined the lesson's objectives. Even though the objectives were not SMART (specific, measurable, achievable, relevant, time bound), the participant was able to recognize the main skill the students needed to learn. Even though this simple identification of the lesson's focus on a skill was unsatisfactory, it reflected a development in her identification of objectives. During the discussion session, with the help of guided reflection, the participant identified the two major objectives of the lesson. In the reflective journal and the response journal, the participant was able to further define the objectives, explaining them specifically in the context of the writing lesson.

In general, the main theme that emerged in the first participant's content knowledge was the identification of a lesson's learning objectives. The objectives are defined as the learning outcomes that are well-defined in terms of the knowledge, skills, and abilities that students will attain or have attained as a result of their involvement in a particular set of educational experiences (Adam, 2004). During the pre-interviews and the post interviews, the participant was unable to identify the objectives of the four lessons that she taught. However, during the discussion sessions, with the help of guided reflection, the participant was able to partly define the learning objectives. However, this identification of objectives was not enough to provoke change or development in the pre-interviews and post-interviews for the grammar/speaking lesson, listening lesson, or writing lesson. In addition, when asked about the reading lesson, the participant was unable to identify her objectives in relation to the three main components of the reading lesson: vocabulary, the reading text, and the questions about the texts.

When examining the vocabulary taught in the reading lesson, with the help of the facilitator, the participant was able to do a content analysis of the vocabulary exercises she used. She identified teaching vocabulary as teaching meaning in context, spelling, and pronunciation. However, the two journals reflected an improvement in the participant's reflective practice. This indicated that the participant used a reference to answer the questions posed in the journals. It was still not clear whether the objectives noted in the journals were identified by the participant as a result of the reflective interventions or as a result her consulting a reference. In either case, it was not clear in the participant's reflective journal whether or not her identification of the lesson's objectives truly demonstrated reflective practice.

In most cases, the responses delivered by the participant to identify the objectives were teacher centered and not learner centered. Thus, instead of saying "the students learn [...]," the

participant said “*I want to teach [...].*” This indicates that the teacher defined the lesson’s objectives according to what she planned to do herself rather than what she expected her students to learn. The objectives were not understood by the participant as a set of skills, i.e. specialized knowledge and abilities that students need to have in order to achieve a certain level of learning. Described in very short and inconspicuous responses, the participant’s objectives were, time and again, identified as actions and practices the participant herself could perform.

In addition, the objectives identified by the first participant were not organized step by step in order to be gradually learned by the students and assessed during the teaching and learning processes in her EFL classroom. Excluding the journals and the guided reflection, no reference was made to the curriculum and/or the teacher’s book in identifying the lesson’s objectives, both of which are extremely important when identifying objectives for lesson planning. The participant did not consult the teacher’s book as a reference to elicit the instructional objectives of lessons, which could, if she used it as a reference, provide her with an overview of the lesson content coupled with instructional pedagogical activities to use in her teaching practices. It is worth noting here that the objectives mentioned during the pre-interviews and the post-interviews were neither accurate when they are compared to the teacher’s book nor did they align with the curriculum’s objectives or goals.

The answers to the questions “what are/were your objectives” revealed the fact that the participant began teaching without the ability to recognize a lesson’s objectives; the instructional activities and assessment techniques that should have centered on learning objectives were at times omitted from the lesson. This failure of content identification predicted the likeliness of a failed lesson, as the lesson’s success is usually assessed in terms of the students’ achievement of the objectives. In the context of the participant’s knowledge of content, she considered spelling

mistakes or errors she herself made in her classroom as mistakes. She focused much more intensively on such mistakes than on the lesson's objectives.

Taking into consideration this participant's educational background, having graduated from Al-Quds Open University, a university which greatly depends on both online and open education programs, one might be able to extrapolate the effectiveness of this background in preparing her for teaching practice. Interaction is very important to learn the foreign language (Hall, 2009). It is particularly important for language fluency (Saville-Troike, 2008). In that context, universities that adopt open education should consider the particularities of learning foreign languages. Additionally, the students who study English language or English language education in Palestine are mostly Arabic speakers who need interaction to practice using the foreign language.

Looking at the background of the participant, who did not attend training held for novice teachers, although she was supposed to join a training course comprised of afternoon classes for a few months. She was supervised three times by two different educational supervisors. If one reexamines the first question posed, it becomes clear that the participant was not really 'happy' with the supervisors' comments. She perceived them as critics rather than people or colleagues who were available to listen to her and offer her support. Reviewing the data collected, I conclude that this participant did not find a resource for support to fulfill her needs and scaffold her as a novice teacher. Taking the supervisory meetings' procedures³⁶ into consideration, two

³⁶ The procedures are as the following: the supervisor observes a lesson that was planned by the teacher. The teacher usually doesn't know that she will be observed at that time for that lesson. No intervention is made by the supervisor during the lesson observation. After the end of the lesson, the supervisor meets the teacher and discusses her observations allowing the teacher to respond. The supervisor is the one who decides on the outlines of the discussion. Typically, the meeting ends with an agreement to change or modify certain practices. The supervisor then sends a report to the schools that briefly outlines those main good practices and the practices that needed to be improved. A copy of the report is kept in the teacher's profile in the directorate of Education.

different supervisors supervising the same participant could be risky and confusing for the participant considering that she still in her first year of teaching. Supervisors might adopt different strategies or priorities, resulting in confusion and possible or supposed uselessness of the supervisory meetings for the novice teacher. In addition, building trust and understanding the teacher's practices requires time and more than one visit. In addition, these supervisory meetings did not take observation of different language skills into consideration, not even the skills that are considered a particular challenge for EFL novice teachers such as writing and speaking. For those reasons, supervisory meetings should consider collecting information about the teacher's practice to help other supervisors follow up on the participant's development.

In addition, the process of development typically involves some feedback for the teacher in order to provide them with the support is needed for modifications of certain practices or beliefs (Kiely, 2001). The interaction with the supervisor in a convenient enabling environment is important because novice teachers need to interact with "others" in the profession (Gervais, 1999; Ball & Cohen, 1996; Lowery, 2003). The goal for novice teacher education must be the combination of theoretical knowledge and reflective practice in order to develop strategies for reflective teaching practices (Hayden, 2010); this can deepen the understanding of the teaching-learning process and monitor the impact of the utilization of these techniques (Bailey, 2012; Murphy, 2014).

5.3.1.2 Pedagogical Knowledge

The participant considered student participation to be an indication of learning. Student participation was used as a significant indicator when assessing learning and the success of the lesson. From the participant's perspective, if the students participated in the classroom, then the

lesson was successful. However, the participant herself was often unsatisfied by student participation, as it was limited to high achievers. It seemed that participation was a sign of interaction between the participant as a teacher and the students as learners. For that reason, participation was central for the participant as a significant marker of her lesson's success. Since it was limited to student participation, the assessment technique used by the participant did not significantly relate to the objectives or the design of instructional activities. The objectives, as previously discussed, were not obviously or accurately defined, thus the participant was unable to design appropriate assessment methods that might match the learning objectives.

For the reading/comprehension lesson, in the pre-interview, the post-interview, the discussion session, the response journal, and the reflective journal, Participant One used student participation, specifically responses to verbal and written questions, as an assessment technique. Verbal questions were also used to attract the students' attention, a technique indicated by the participant during the discussion. In practice, the participant asked questions to certain students in order to attract their attention to the lesson. However, the participant did not indicate how or what kind of data she collected from this type of assessment. She also did not indicate whether or not she provided feedback after performing this assessment in her classroom.

During the speaking/grammar lesson, in addition to the use of verbal questions and students' participation, the participants used the examples and exercises in the textbook as assessment methods. This was clear in the pre-interview, the post-interview, the discussion, the response journal, and the reflective journal. The discussion session revealed that this participant considered the workbook to be a tool for the assessment of students' learning. During the listening lesson, the students' answers and participation were the primary methods used for

assessment. In the writing lesson, the questions in the textbook and the workbook were used alongside the verbal questions for the assessment of learning.

In general, for each of the four lessons, the strategies of assessment themselves were neither significantly correlated with the objectives nor with the design of the instructional activities. That means that the participant did not intentionally use questions or teacher-student interactions to assess or evaluate student understanding of certain concepts taught in the lessons.

The assessment of the lesson's objectives should collect information about student learning, the time spent on the lesson, and the knowledge, expertise, and resources available for achieving these objectives in order to inform decisions about how to improve student learning. This requires the accurate definition and isolation of objectives so that information about student learning becomes possible. However, this was not the case for the first participant, as discussed earlier, mostly because her content knowledge was not sufficiently developed and did not create enough credibility to enable the participant to appropriately proceed with supporting pedagogical knowledge. In general, assessment should be used as a tool to collect information about learning, including learning difficulties and prerequisite knowledge and skills. However, according to the participant, this type of assessment focused only on one category of students, namely high achievers who expressed their desire to participate by raising their hands. Other students were not attended to or assessed. Feedback after the assessment process was not taken into consideration by the participant, though it could have inspired modification of her instructional activities, presentation of material, or the types of questions or assessment techniques she used. Again, this could be attributed to the participant's lack of a clear overview regarding lesson's objectives and its contribution to the curriculum as a whole.

The participant used examples during her teaching practice because she believed they would motivate student participation and enhance learning. However, the questions and examples she implemented were not used in order to offer students a deeper understanding of previously presented knowledge and skills, a technique which can effectively be used to modify the planned practices in the teacher's book. The participant also failed to provide examples of the kind of examples she offered and the specific topics they addressed, which led the facilitator to classify such knowledge as pedagogical knowledge but not as pedagogical content knowledge.

Although the participant disliked using group work or pair work in her classrooms, when motivated by the facilitator's questions, she indicated that students could learn from each other if they worked in pairs and could even motivate each other. However, she still believed that when students work in pairs or groups, failure and chaos are unavoidable. If the students work in pairs, they help each other, but this, according to the participant, does not work within the participant's own classroom. On the other hand, with guided reflection, she thought that reinforcement of ideas and addressing individual learning differences led to more participation. She did not understand the types of interactions that happen in group work or pairs that enhance the students' learning and exchange of knowledge in the language classroom. Her development in this area would be supported by learning more about the concept of 'learning' in the field of EFL.

The participant did not know how to use or employ teaching aids in her classroom. She did not have a deep practical knowledge of how to implement such tools in her practice in the classroom setting. Moreover, she was not aware of specific teaching aids that could help her in addressing individual differences in her classroom, attracting students, and facilitating the teaching-learning processes. The participant believed that new teaching aids attract students' attention. Acting, the chalkboard, and PowerPoint presentations were the most frequently

mentioned teaching aids in each of the study's evaluation tools. Teaching aids can be used to address the students' individual differences, but the first participant did not provide any practical clarification or practical procedures, nor did she show an understanding of how this helped to address individual differences.

Teaching aids and their functional use should be the subject of reflection in order to help EFL novice teachers use them properly in their classrooms. Relating the use of teaching aids to objectives, instructional activities, assessment, the students' individual differences, and time limitations could be helpful in realizing how, when, and what teaching aids should be used. The development of novice teachers must support the transformation of pedagogical knowledge using reflection. The earlier novice teachers get the opportunity to develop skills of self-reflection, the easier it is for them to establish the self-growth needed to face the challenges of daily tasks, including using teaching aids to facilitate student learning.

The participant believed that some students would never learn, as their skills and knowledge were weak. She thought that if these students failed to answer questions or learn the lesson's objectives, then their previous knowledge and skills were not sufficient to meet the objectives of the lesson. Consequently, she was of the opinion that those students were entirely unable to learn. In addition, in cases in which the students did not have the skills or knowledge required to proceed in learning, this challenge could not be solved because she had materials to cover by the end of the semester. High achievers were the only ones who were willing and able to learn in her classes. If students work in pairs, they help each other; such group work, according to the participant, does not work in her classroom. On the other hand, with guided reflection, the participant thought that reinforcement as well as addressing the individual differences might lead to more participation. Nevertheless, the participant did not provide

indicators of understanding different learning styles or knowledge of strategies to scaffold students' learning and bridge learning gaps in terms of concepts and skills.

It is critical that novice teachers base their conceptions and judgments on factors within their classroom, including students' learning styles and individual differences. Encouraging novice teachers to reflect on exactly these factors, among others, helps novice teachers consider their contexts and develop an understanding of how to respond to such contexts. However, analyzing and reflecting on such situations often requires guidance by an expert who can help the teacher set priorities in each individual context. For that reason, guidance should be accessible for novice teachers within their schools but also in a broader context, including supervisors and development programs.

The participant's application of pedagogical knowledge to native language use was restricted to her belief that the native language should be used primarily in teaching different foreign language skills. She thought that using Arabic was the only solution available to teach in most cases, such as while explaining certain concepts or vocabulary items, or while addressing the students' individual differences. Similarly to the assertion made by Tang (2002), the participant thought that the use of the first language provided students with more time to practice the foreign language, because, as she concluded, the students learn much more rapidly through explanation in the native language.

The participant reported learning about new teaching strategies in EFL during her time at the university. Even though the participant did not define or give examples of these new teaching strategies, her classroom time was too limited for her to use or apply those 'new teaching strategies' or to attend to low achievers in her classroom. Time limitations were one major

obstacle; time constraints inside the classroom along with a full teaching timetable prevented this participant from trying new methods. She did not consider using “new teaching strategies” to face the challenges she experienced in her classroom as she thought that this attempt would result in failure. The obstacles which existed in the real classroom, including low achievement and time limitation were the reasons she predicted failure of the lesson, the activities, and the objectives in attempts at change. She did not consider the fact that she might need to learn how to implement theory in her practice or that she might need guidance in her implementation of the strategies that should be used in such cases.

One of the main goals of teacher development is to facilitate the transfer of theory into practice (Garrido, et al., 1999). However, as discussed in Chapter II, connecting theory to practice is a big challenge for EFL novice teachers. This can be attributed to improper education in real classrooms (Korthagen & Kessels, 1999) as well as to the lack of knowledge about continuing development (Ono & Ferreira, 2010). In order to close this gap, teachers need frequent opportunities to learn about using theories in their classrooms. Such experiences deepen their beliefs in the practicality of such theories. Therefore, close attention must be paid to the transfer of theoretical knowledge to everyday practices.

Classroom control constituted a frequent and major problem for the first participant. She believed that classroom control could be lost if group or pair work was implemented. The noise of interactions amongst the students and the potential ‘chaos’ were both a concern for the participant. However, the participant came to this conclusion without trying activities involving group work or pairs. Moreover, answering questions without permission was also understood as misbehavior and impoliteness in her classroom. For her, the students were not used to discipline or rules and she concluded that there was no hope of teaching them to respect rules in her

classroom. She stated that the students should be punished if they do not respect the rules. Then, the participant's guided reflection with the facilitator enabled her to realize that classroom management and control included learning routines, arrangements, and well-known as well as shared rules. However, the practice of classroom management and discipline requires both time and persistence. Positive student outcomes are frequently found when instruction corresponds with effective classroom management (Omoteso & Semudara, 2011).

The novice teacher's sense of identity has a practical significance in both classroom management and control. For example, a novice teacher may focus on surviving in the classroom. This has a different influence on the class than the beginning teacher who is aware of the interests and needs of the students and whose actions are sincerely rooted in a pedagogical model (Korthagen & Vasalos, 2005). However, the novice teacher may restrict herself to think within the boundaries of a problematic framework, such as classroom management and control, as was the case with the first participant, causing her to lose interest in thinking about the whole situation. The participant's focus here is on what Korthagen and Vasalos (2005) call 'limiting factors' such as feelings, images, and beliefs which prevent the achievement of the ideal situation as imagined by the teacher.

5.3.1.3 Pedagogical Content Knowledge

In the reading/comprehension lesson, the participant entered her classroom and taught the lesson without having accurately identified objectives; she thus implemented unclear, disorganized teaching. She identified the objective of the lesson simply as 'reading,' though the lesson involved both a text and explaining the vocabulary. Reading the lesson had different possible implications but, as was discovered during the lesson observation, it meant for this teacher merely a 'loud' reading and then the translation of the text into Arabic.

In her post interview, the participant added 'asking questions' to her reflection on the lesson as a strategy of teaching a reading/comprehension lesson. During the discussion session, the participant further elaborated to include reading the text, explaining the text, and then asking comprehension questions. During this process, 'every single word' was explained and translated into Arabic. The participant believed that the text should be translated in its entirety to address individual differences and facilitate the learning of the objectives, especially for the low achievers. The participant believed that students did not learn from short answer exercises asking about certain information included in the text. Instead, the participant believed the teacher should explain every single detail of the text so that students understand the reading. Her explanation was that this results in students' ability to answer the questions listed below the reading text in the textbook and/or the exercises in the workbook. In the context of this lesson and the study's instruments for reflection, data showed that the second participant did not perceive the reading/comprehension lesson as a set of skills and knowledge that the students needed to learn and practice. She instead seemed to imitate a set of skills perceived in a stereotypical teacher: asking and answering.

Watching the video recordings of this lesson, one quickly notices that the participant was not fluent in English. If the participant herself lacked the English fluency to speak with ease, then she might expect that speaking English would be difficult for her students too. Nevertheless, such an insight was neither apparent in her teaching nor in any of the study's instruments.

The drill technique is used as a teaching-learning technique to practice new items in a foreign language; the first participant considered it time-consuming. This technique involves the teacher modeling a word, a sentence, or a tense and requires the students to repeat after the teacher. This technique is usually conducted chorally and then individually. The choral could

foster learning of pronunciation, for example, and the individual repetition might be used as an assessment technique as well as a second learning tool. Those advantages were not considered by the participant, as she believed the activity would be time consuming. Surprisingly, this teacher considered acting to explain some words as well as explaining every single word to be the best practice and to be time-saving. The response the participant delivered about techniques suggested by the facilitator was likely given in self-defense. She perceived the facilitator's suggestions as criticism, even though they came in the format of questions such as "What would happen if you" or "What do you think about..." and offered alternative perspectives or practices. The perception of the facilitator as a 'supervisor' and the perception of a supervisor as a critic should be developed to that of a supportive educator who provides support, feedback, and help.

When examining the grammar/speaking lesson, the participant responded to the question on instructional strategies in the pre-interview with her plan to use Arabic to explain the tense, even though she knew that using Arabic in the classroom was not a good practice. In her post interview, she mentioned that she started the class with some examples in Arabic and then introduced examples in English in order to explain the concept of past continuous. She then proceeded to ask questions about those examples. During the discussion session, with the help of guided reflection, the participant confirmed that she started her lesson by explaining the past continuous tense in Arabic, giving Arabic examples because she did not know how to introduce the topic. In addition to this admission, she explained that 'modern' teaching strategies 'do not succeed' in her classroom because most of the students are low achievers. No explanation or clarification of those modern teaching strategies was provided. It was unclear why the participant reached such conclusions. The students were believed to not understand instructional content when the foreign language is used as a language of instruction, as it was difficult to explain

grammar using English. In her response journal, the participant provided more details about instructional strategies in smaller steps. She said that she started by asking questions in Arabic, then wrote the grammatical rules on the chalkboard for discussion, wrote examples of such grammatical rules, discussed the examples in the textbook, and then completed the exercises with the students. Awareness of one's activities and attitudes is the first step towards actual change. The participant's responses regarding awareness and reflection on teaching practices did not significantly change, neither based on the lesson examined nor based on the instrument of the study used to examine her practices. Using Arabic in her instructions to students, her discussion of examples, and the discussion of exercises remained the prominent features of her descriptive reflection on this lesson. Her logic behind using this specific teaching strategy and how such instructional activity served the objectives were not clear enough to easily categorize her reflective practice at a higher level.

In the listening lesson, both the pre-interview and the post-interview showed a focus on the explanation of the list of words needed for filling in the blanks in the students' textbook. No key change was noticed between the pre-interview and the post-interview, though the word 'explanation' was used in the post-interview to mean 'translation.' No clear description was provided for any of the instructional strategies and activities. In addition, in the post-interview, the participant explained that questions were used to assess student learning of the new vocabulary. With the help of guided reflection, the participant used the word 'listening' in relation to the lesson's objectives. She indicated that the main instructional activity was listening to figure out the missing words and then completing the sentences using these words. She also indicated that knowing a word entails knowing its meaning in its context and knowing its pronunciation. The change observed in the response journal was the participant's newfound (or

newly expressed) recognition of the use of the cassette in the listening lesson. The cassette could be played three times, giving the students multiple exposures to the material as suggested in the teacher's book, and each time serves a purpose for the listening lesson. The clear change was apparent in the reflective journal. Here, the participant recognized that one can review 'some' vocabulary to facilitate learning before the listening activity, implying her understanding that students do not need to know all vocabulary items. However, taking into consideration the fact that the reflective journal was written after the participant taught a lesson without being interviewed or observed by the facilitator, it is worth mentioning that there is no guarantee that this really happened in the participant's classroom nor that this will persist as a practice.

When reflecting on the writing lesson in the pre-interview, the participant found that Arabic was the best strategy she used for teaching English as a foreign language. She started the class by explaining the meaning of the exclamation mark in Arabic with some examples. Then, the participant asked the students about the pictures that included persons in situations in which one needed to use an exclamation mark. In her post-interview, she did not relate the content knowledge with the pedagogic knowledge concerning the first objective of teaching the exclamation mark. Furthermore, she mentioned instructional activities that were connected to a second objective that she did not mention in her pre-interview.

During the discussion, with the help of guided reflection, she discussed how to teach both objectives. The first objective was taught by explaining the concept in Arabic and then giving examples, then explaining the exercise sentence by sentence to the students. For the second objective, which required that the students order disordered sentences to come up with a meaningful paragraph, the participant explained the sentences sentence by sentence and then asked the students to suggest which sentence was the first sentence in the paragraph. The

participant thought that the second exercise, during which the students needed to reorder the sentences, was above the students' skills and knowledge level. She thought that there were some difficult words for the students to learn. She did not indicate how she knew that or how she might be able to deal with that.

In her response journal, the participant was clearer in describing the instructional activities she used. She wanted to change her approach the next time she teaches the lesson, first by explaining the instructions and then by implementing the pair work where the students can discuss the second set of exercises in pairs and compare their answers, the participant would then discuss the exercise with the students as a large group, providing feedback. She thought that it was quite important to teach some words to facilitate the students' learning and that if the students did not understand a word or more, then this often meant that they could not answer.

In her reflective journal, the participant showed a development towards the use of student-centered learning. She reported that she let her students work individually and then asked the students to compare their answers. In addition, she wrote some examples on the chalkboard and then asked the students to discuss the suitable punctuation mark. At the same time, she said she heavily relied on Arabic as a language of instruction in her classroom.

The assessment used by the participant did not significantly correlate with the objectives, the design, or the modification of instructional activities. That meant that the participant did not intentionally use certain questions or teacher-student interactions to assess or evaluate the students' understanding of certain objectives. She did not self-design assessment strategies to check whether or not the students knew concepts they had been taught or demonstrated certain goals or objectives. For this to happen, the lessons' objectives, the assessment, and the

instructional strategies would have needed to be thoroughly connected so that they reinforced one another. Unfortunately, this was not clear in the participant's practice. This could be attributed to the lack of understanding of the objectives and their identification process.

In reference to Bloom's (1956) Taxonomy, there are different types of objectives that require different assessment strategies and different instructional strategies. Bloom's taxonomy is a hierarchical structure that starts with knowledge at level one, adds comprehension at level two, application at level three, analysis at level four, synthesis at level five, and evaluation at level six. Bloom's Taxonomy is important for a teacher to take into consideration during the process of identification and design of both instructional activities and assessment techniques.

Teaching aids were not used by the first participant in the classroom to serve specific objectives, simplify a concept, or serve a purpose other than being a teaching aid. It was clear that the participant had not developed an understanding of teaching aids for demonstrating or simplifying a concept or a process or for showing relationships between different parts of a concept. She used them in a very basic manner, merely imitating what other teachers were doing in the context of her school and according to the school administration's requirements for the use of teaching aids in the classroom setting. This imitation can be partially attributed to the participant's lack of clear identification of the objectives. Again, it is worth mentioning here that the connection between content knowledge and pedagogical knowledge should be fostered and realized by the participant in order to develop clear content pedagogical knowledge.

The participant believed that Arabic should be used in introducing new vocabulary, explaining grammatical concepts, explaining texts, and explaining instructions. For the participant, this included, but was not limited to, giving instructions, explaining the meanings of

words, explaining difficult ideas, and explaining the grammatical rules (Tang, 2002). Moreover, the participant assumed that it was extremely difficult for students to understand the content if Arabic was not used. She thought that the comprehension of content was facilitated when explained in Arabic. It seems that it was difficult for the participant to find the right teaching strategy or suitable teaching aids to help her teach the content. This could be explained by her lack of experience or her lack of ability to connect theory and practice. The participant, in that sense, did not consider teaching a foreign language as a set of skills that needs to be used.

Afzal (2013) argued that although the monolingual approach suggests that the target language ought to be the sole medium of communication, implying the prohibition of the native language, the use of the native language would, in fact, maximize the effectiveness of learning the target language. Using the mother tongue adequately and effectively can be a means of learning and teaching a second or foreign language. The proper use of the mother tongue is a worthy, pedagogically valuable strategy in the teaching and learning of English as a foreign language. This is because the mother tongue provides a familiar and effective way of quickly getting to the most important elements of meaning and content needed for learning. The use of translation in English classes has both limitations and benefits that should be taken into consideration. Translation is a language skill different than reading, writing, speaking, and listening because it is an activity which includes students and is dependent on them (Leonardi, 2010).

The participant supposed that students' skills and knowledge were lower than the level required to meet the objectives stated in the curriculum. However, no indication was available to confirm that the participant was really aware of the curriculum's objectives. This is, for the facilitator of this study, a so-called 'self-protective method' that the participant used to justify the

failure of average and low achievers well as their weak participation involvement in the lesson. The participant assumed that each individual word should be read and translated so that the students understand the text, though she concluded during guided reflection that the students should know the meaning, spelling, and pronunciation of a word and not merely its translation.

When the reseracher suggested the students receive some time to think and do their excercises individually, the participant responded that there was no time to give students time to find the answers before the questions were discussed collectively. As we notice here, the participant found the time limitation presented a great restriction on the use of modern and communicative strategies in teaching English as a foreign language. She unfortunately used teaching strategies that often consumed much more time, strategies that neither concentrated on a set of skills and competences nor considered the particularities of teaching a foreign language in the sense of those skills. For example, she experienced and reported considerable restrictions in giving students time to find answers before the questions were discussed. This could be a clear indication of the failure to communicate the essence of teaching a foreign language as it eliminates a communication channel that students need to learn to use.

Lastly, the first participant perceived incorrect answers as student failure instead of as a part of their learning process; she also perceived the students who gave incorrect answers as unable to learn new material instead of looking for the reasons for these mistakes in the methods or strategies used while teaching the new concepts. In that sense, pedagogical content knowledge was lacking for this participant, as all of her practices neglected to consider the particularities of teaching a foreign language.

5.3.2 Participant Two

5.3.2.1 Content Knowledge

In the reading/comprehension lesson, in the pre-interview, the participant identified two main objectives: the students understand the text and learn the new vocabulary. In her pre-interview, she also explained the lesson's learning objectives with more detail, clarifying what she meant by 'understand the text' as comprehension of main ideas when reading the text and understanding the context. The practice of teaching the lesson in the classroom helped her become more specific in stating one of her objectives. During the discussion, she maintained the same understanding of the learning objectives: learning new vocabulary and understanding the text. She further explained her understanding of learning vocabulary as a grasp of the meaning, pronunciation, and the spelling of new vocabulary items. In her response journal, she again portrayed the same understanding when compared to what she mentioned in the post-interview and the discussion session.

In the speaking lesson, in her pre-interview, post-interview, and in the discussion, the participant identified two learning objectives. However, during the discussion, after she was asked to check the difference between the simple past and the past continuous, she learned that she herself had a misconception of the past continuous tense. In her response journal, she added a new objective that included the students forming sentences using the two tenses. One lesson she learned from her reflective practice was to check the teacher's book before teaching a grammar/speaking lesson, a change which was implemented in the reflective journal, as she had checked the teacher's book and worded the learning objectives in reference to it.

In the listening lesson, the pre-interview and the post interview revealed the same wording of the objectives. In the discussion she gave more detail about the lesson's objectives. In the reference journal, she checked the teacher's book. It seemed that she felt that there was a misperception in the pre-determined objectives in the pre-interview, post-interview and the discussion, which made her check the teacher's book.

In the writing lesson, she was more precise in wording the learning objectives in her post-interview when compared to the pre-interview. In the pre-interview, the objective was "*the students write a meaningful paragraph.*" However, in the post-interview, the objective was "*the students write a well-organized understandable paragraph about herself and about another person.*" However, the participant herself did not understand the instructions. In the discussion session, the participant partially discovered the mistake that she made while teaching. She defined the learning objective as "the student writes a paragraph that compares her life to that of the character described in the textbook." She also defined the skills needed to achieve that objective (perquisite skills and knowledge). In the response journal, she responded to the objectives question by describing the objectives as stated in the teacher's book. She added that her students needed much support in the understanding and use of vocabulary in their writing, the concept of the paragraph as one unit talking about specific ideas, and the process of developing their ideas in their writing. The development in the participant's wording of the objective in the writing lesson was clear in the reflective journal "the students write a paragraph describing a day using the simple past and the past continuous." There were some questions that showed that this participant's responses to students could help significantly in students' ability to write the descriptive paragraph. However, the participant did not benefit from these questions during the lesson.

In general, the participant mainly defined content knowledge based on the textbook and in reference to it. Little reference was made to the teacher's book to identify the objectives of each individual lesson or the general objectives of each individual unit. However, the objectives were identified in reference to the teacher's book when prompted by the facilitator.

The participant recognized that one objective could be subdivided into sub-objectives which could contribute to the general objective of the lesson. Objectives were thus related to the core of the lesson, which reflected an understanding of the objectives and the content of the lesson. The participant demonstrated an awareness of the content of different lessons with different skills. The evidence was that she was able to describe her objectives depending on the main skills of the lessons. Even though the objectives were not comprehensively identified by the participant, she was able to develop her objectives around the main objectives of the lesson. More frequent reference to the teacher's book would guide the participant to focus more on the content and skills foreseen for the lessons, as the examples demonstrated when the participant was asked to refer back to the objectives stated in the teacher's book. Such consultation of the teacher's book led to more focus on the content of the lesson. In addition, having a reference that summarizes the objectives, activities, teaching aids, and assessment techniques with suggestions for timing provides novice teachers with more confidence and ease during lesson planning and instruction.

The participant demonstrated an understanding of the language consisting of both skills and knowledge that needed to be practiced to be learned and mastered. Such understanding, combined with continuous reference to the textbook in order to identify the objectives of the lesson, helped the participant to integrate the four skills in EFL teaching practice.

5.3.2.2 The Pedagogical Knowledge

In terms of the reading/comprehension lesson, in the pre-interview, assessment was only defined in terms of questions and student participation. In the post-interview, the assessment was reported to have been carried out using questions. The participant did not define whether the assessment would be by means of oral or written questions. She clarified that the students' answers were an indication of their understanding. She also said that she addressed the students' individual differences in her questions as well as during the instructional activities. In the discussion, she mentioned that she did not like that she appeared to be a beginning teacher in the video. She concluded this from the image of her holding the book and looking at it most of the time. With a closer look at the lesson preparation, it becomes clear that she failed twice in completing accurate preparation, this happened specifically in the grammar/speaking lesson and in the writing lesson. It was not clear if the participant kept looking and holding the textbook because she was not confident or, alternatively, because she did not prepare enough to have a clear mental image of the instructional activities in the classroom. However, she demonstrated hesitation, pausing many times during the lesson, as she herself mentioned, to think about the next step in the instructional activity. The questions and the exercises were used as techniques to address individual differences. In the response journal, even though they were not used, the participant expressed that using group and partner activities could help the low achievers learn.

In the grammar/speaking lesson, in the pre-interview, questions were planned and intended to be used for the assessment. In the post-interview, the participant revealed that this assessment consisted of asking questions and doing the exercises in the workbook, but that time was limited for this. She admitted that there was a need to check the students' previous knowledge before she starting her lesson. Unfortunately, she also thought that there was no way

to ensure that the students would learn the concepts. It seems there that the participant confused or intertwined assessment (formative and summative) and evaluation. The development of her understanding of the difference happened in the response journal when she explicitly recognized the necessity of making a summative assessment at the end of the lesson even though she referred to it as a “general” instead of “summative” assessment. In addition, she recognized that she neglected the use of the two types of assessment and evaluation in her teaching. However, the effect of learning the difference between these two types of assessment and evaluation was short because, even in the reflective journal, the participant did not elaborate on how she assessed her students.

In the listening lesson, students’ answers and participation were named as assessment tools in both the pre-interview and the post-interview. However, in the post-interview, the participant discovered that the textbook’s questions could also contribute to the assessment of the learning objectives. The same understanding remained during the discussion session, as the participant thought that the verbal questions and the exercises in the textbook could be used as assessment techniques in the future. In her response journal, the participant found that the time given for the exercises was not adequate and thus the assessment could not be completed during the classroom session. The development in the response journal was in the participant’s recognition that the feedback she provided depended both the assessment and the students’ answers.

In the writing lesson, the use of formative assessment was expressed in the pre-interview. The writing process is a productive process and it seemed that the participant realized that the students needed her continuous support while writing and that she should be available to offer support and feedback for the students when needed. During the discussion session, she expressed

her opinion that the time provided in a lesson was not enough to execute the summative assessment. In addition, the students asked many questions on how to start and what to do. The instructions were not clear enough and so the students kept asking what they needed to write about and how they should do that. In her response journal, she expressed the lesson she learned from teaching that writing lesson. She learned that she needed to focus her assessment on the main ideas, the grammar, and vocabulary learned in the previous lessons. In the reflective journal, the participant considered the paragraph written by the students as the piece of writing that could provide her with information about the students' learning, skills, and knowledge.

In general, one of the learning indicators this participant used was answering questions asked by the participant or the questions/exercises included in the textbook. She said that she could confirm that teaching took place but she had no means to tell that learning took place. On the one hand, questions were used as a way to motivate the students to discuss problems and look for answers; on the other hand, the questions were used at the end of the lesson as a kind of summative assessment. Aside from the lesson learned, namely that she should check the students' previous knowledge to build on their current skills and learning after teaching the grammar lesson, there was little evidence that formative assessment was used by the participant to modify her teaching practices in action. The participant needed to pay more attention to the indicators used in assessment in consideration of her identified objectives.

The participant stated that there was not enough time to perform formative and summative assessments and, at the same time, she did not explain ways in which she can elicit the level of students' knowledge and skills to determine the ideal starting point for introducing new skills and knowledge. She indicated that the workbook could be used as a tool for formative assessment. This means that the participant knew that she benefited from the use of assessment

when it came coincidentally or was planned by the textbook. However, she did not seem to develop any of her own activities for assessment in order to help her match her teaching activities to the level of students' knowledge and skills. The lack of connection between the content and the skills of the target language and their assessment indicated a lack of mature pedagogical content knowledge. The use of appropriate assessment techniques in their proper context is actually based on the knowledge of content and skills and their hierarchical order. Formative assessment was not used to identify the level of current students' skills and knowledge or to modify teaching practices planned beforehand.

According to the participant, low achievers caused a significant loss of time during class, even though she believed she had sufficiently addressed them during the lesson. Individual differences could be attended to using different tasks and questions, in her opinion. However, when observing the lesson, even though the participant continuously tried to engage all the students, the focus was not on the final outcome of achieving the objectives. Instead, it was centered on involving such low achieving students in the activities but not necessarily on promoting their achievement of the lesson's objectives. Different strategies were used in classroom management to address individual differences, most prominently asking questions and asking students to repeat certain answers.

In action, the decision-making process was reflected by hesitation and pauses during the lesson. Specifically, when the participant did not know how to teach the text, as she thought it was too long to teach, she stopped and looked at the text for a minute, and she did that three separate times. She commented later on the situation, saying that she did not know how to proceed with the text. The participant considered this a practice that needed to be changed. However, the questions included in the pre-interview helped the participant to portray an image

of the course of the lesson. The resulting process of decision-making and learning from one's practices were, unfortunately, interpreted by this participant as a weakness rather than a developmental stage.

The data analysis showed that the participant thought that both pair work and group work had advantages, as the students could support each other's learning in both of these settings. According to the participant, when working together, the students feel safe to ask and learn from each other. However, partner and group work, in general, could cause chaos and damage her image as a beginning teacher, especially in front of other colleagues. This could be interpreted as a lack of classroom management and thus weak classroom management skills and therefore, potentially, influence her status amongst her colleagues. In this context, reflection helped the participant think about possible solutions to such a problem in order to be able to use group work and pair work efficiently. The suggestions of using a fixed seating plan and certain pre-determined arrangements in the group work helped her in reducing the expected chaos that she predicted of collaborative work in her classroom. In addition, the reflection helped the participant in coming up with specific tasks and assignments that the students needed in order to perform well and which could deeply foster students' learning, especially if these assignments were extrapolated on in pairs or in groups.

Even though EFL teachers in Palestine are instructed not to use Arabic when teaching EFL in the participant's context, the participant thought that the teacher was the only one who could decide when and when not to use it. One of her main justifications of using Arabic language during teaching was that her students' skills and knowledge did not meet the required level to achieve the objectives of the curriculum. Another justification used by the participant was the time limitation of the single lesson. Using English alone could require much more time

than that which is allocated by the curriculum. Noteworthy here was that the participant did not refer to the plan suggested for covering the material. Third, using Arabic was considered to be a strategy helpful in addressing the students' individual differences. A fourth reason Arabic was used, according to the participant, was as a means to go into detail and to ensure that every single word was understood by the students. During the discussion, the facilitator and the participant explored how new strategies and methods for introducing the content and to teach the skills could reduce or even eliminate the use of Arabic in EFL classrooms.

As noted by Tsui (2009), this participant did not have a repertoire of pedagogical routines to deal with unanticipated difficulties in the teaching space. Particularly, the diversity in the classroom makes teachers' work difficult. Novice teachers, including this participant, often find it hard to meet the demands of the different learners in the class and this leads to more stress, discomfort, and 'loss.'

The development of expertise in teaching can be achieved if the knowledge, theories, and beliefs about the act of teaching are taken into consideration (Gatbonton, 2008). Furthermore, novice teachers should be provided with appropriate skills and knowledge (Howard, 2003) and they should then apply the skills to develop a routine (Hayden, 2010) to be able to develop pedagogical routines and thus pedagogical content knowledge. Such routines could be helpful during the first few months of teaching, allowing the novice teacher enough time to explore and reflect on her context, students' learning styles, and curriculum and then develop her practices to meet her students' needs. With both practice and time, novices establish "a bank of experiences" (Hayden, 2010, p.13) to deal with their students. Teachers need to learn to make connections between specific classroom interactions with their students and the broader principles of teaching

and learning (Van Es & Sherin, 2002). They can develop such skills using reflection and guidance, the two main propositions that this research study suggests.

5.3.2.2 Pedagogical Content Knowledge

In the reading/comprehension lesson, the participant wanted to teach the lesson by comparing modern and old cities and playing the cassette. The instructional activities were not clear in the sense that the participant did not specify how each instructional activity could serve the learning objectives. Although she said how she wanted to teach the comprehension text and the vocabulary, she did not mention a chronological order to serve the main goal of the lesson. In the post-interview, she said that the knowledge of vocabulary and grammar in a reading lesson facilitates the understanding of the reading text. This awareness fostered the integration of skills in teaching and learning English as a foreign language.

The teaching strategy that the participant followed asked the students to read the text silently and then answer questions (sometimes by writing these questions on the chalkboard while the students were reading to support the students whose skills were not good enough to understand verbal questions alone). Such practice is a sort of practice in which students read to find specific information that answers the questions the participant asked. However, the participant did not come to the classroom with questions prepared for the chalkboard; instead, she first started to think about them when she saw her students not reading after having asked them to read silently. The assessment of the lesson's objectives was an evaluation of the students' ability to read and answer the questions. Thus, the participant's questions served two purposes: they created room for the discussion and were used to assess the students' level of understanding.

During the discussion, with the help of guided reflection, the participant explained that she started the lesson by discussing the pictures and pre-questions before introducing the reading text. After she taught the lesson, the participant realized that the pre-reading questions were pre-comprehension questions to prepare the students for the reading/comprehension text. The participant implemented discussion of the two pictures inserted before the reading text to first discuss the major differences between old and modern cities, the main ideas in the reading text. After that, she played the cassette. The participant thought that the text was too long and needed more time to be discussed and taught. However, the length of the text was standard. Perhaps the participant felt she had a shortage of time because she thought she needed to teach every detail of the text and she found that she ran out of time. Even though the participant did not check the teacher's book, she found the methods and strategies suggested there impractical. The silent and the loud readings were used in combination to teach the comprehension text. The participant faced two challenges while teaching the text: the text was so long that it was difficult to finish while keeping the students' attention; and the lack of students' response to questions while teaching a paragraph and the text word by word. These two challenges were related and they contradicted the lesson's learning objective of finding specific information from the text.

The participant developed an understanding of how students learn vocabulary during this lesson and the discussion with the facilitator. The participant reported that she usually asks students to prepare the lesson before coming to class. During this particular lesson, the participant taught vocabulary by explaining the individual items while reading the text, asking about the meaning of the new vocabulary, and then asking about other words. The students learned the new words by looking for their meaning in the dictionary. If they did not look for them in the dictionary, the participant told them the meaning. It is possible that some students

guessed the meaning from the context if they understood the sentence. The participant thus primarily taught vocabulary by explaining each individual word while reading the text. In reflection, the participant regretted not having written the new words on the chalkboard to focus on learning. Instead, she was teaching the vocabulary orally while reading and explaining the text. Even though it was not clear in her teaching practice, the participant believed that teaching a single vocabulary item should begin with the students listening to it and then reading it; a process which makes the learners think about how the vocabulary is written after learning its pronunciation. She admitted that her strategy of teaching the vocabulary while teaching the text distracted the students, suggesting that she would change her strategy in the next class section and start by teaching the vocabulary before addressing a reading. Promising here was the participant's in-class assessment of the text, which centered on three main ideas. However, the assessment of the vocabulary was a challenge for the participant. She taught the vocabulary but had no means, as she thought, to see whether the students learned the new words or not.

In the response journal, she explained her practice for teaching new vocabulary. This led to the students focusing on the vocabulary and neither following the ideas in the text nor answering the discussion questions. At the end of her journal, she concluded that the students did not need to understand every single word in a reading text in order to facilitate learning. Designing one instructional activity for teaching the vocabulary at the beginning of the lesson was a lesson the participant learned for her teaching practice. It led also to her recognition of the need for students to focus on reading and finding information from the text. It led also to her discovery that there was no need to explain a text word by word. This lesson was and will continue to be very helpful for the participant in her teaching of future reading lessons.

In the grammar/speaking lesson, the participant planned to teach the lesson by discussing examples on the chalkboard. It was not clear what components of those examples should be taught. In her post-interview, the participant reported difficulty teaching the lesson because she did not check the students' previous knowledge. She thought that the students knew the structure and the context of the use of both the past continuous and the simple past tense. This lack of knowledge led to the re-teaching of presumably missing knowledge: the structural form and the use of each tense. Upon checking the teacher's book, the teacher found instructions to review the previous skills at the beginning of the lesson as an introduction to the new tenses. The mistake of not using such an activity during the lesson was the first thing the participant mentioned after the lesson. It seemed that the participant learned more readily from failures than from her successes.

During the discussion, the participant explained her technique of starting with real examples to differentiate between the two tenses using the Arabic language. Then she discussed the examples from the textbook and the chalkboard she covered with the students. The necessity of checking the students' previous knowledge of 'while' and 'when' before asking the students to join sentences using these two words became clear to the participant in the discussion. This forced her participant to re-teach some concepts and to conclude that she wanted to change the sequence of knowledge introduction: in the future, she hopes to first review previous knowledge and then expand on that with new knowledge: explaining how and when to use each tense, asking the students to give examples, then asking the students join two sentences that include simple past and past continuous using 'when' and 'while.' However, this might cause a 'vicious circle,' a possibility in which she might re-teach both tenses, something not be possible within the time of one class. In this case, the participant needed help and guidance in terms of what to

review and how. The participant also thought that the use of a worksheet with five examples about the use of ‘when’ and ‘while’ to check students’ understanding would be helpful.

In using Arabic as a language of instruction, even though she knew that using Arabic is unacceptable in the EFL classroom, she insisted on the difficulty of grammar and that the students’ conversations and listening skills were weak. Thus, the participant believed that the students’ achievement levels and their skills were the determining factors in her use of Arabic. The students would not learn, in her opinion, if the English language was used as the exclusive language of instruction in the grammar/speaking lesson. “Speaking seems to be one of the most difficult skills the students need to master since it requires first and foremost a great deal of practice and also exposure” (Kuśnierek, 2015, p.75). The participant viewed the lesson more as a set of rules than as a means of organizing language items for speaking and communication. Evidence of this was her use of Arabic to focus on the grammatical rules. However, one of the purposes of learning English as a foreign language is the ability to communicate using the target language. “The aims of language teaching courses are commonly defined in relation to the four language skills: listening, reading, speaking, and writing” (Kuśnierek, 2015, p.75).

In the response journal, the participant said that she explained the grammatical concepts using discussion of real examples alongside the examples in the textbooks. The justification of these self-developed real-life examples was to show students the differences between the two tenses in real, comprehensible sentences. The participant thought it would be better if she had given examples of each tense separately and then used the two tenses in one sentence. To assess such knowledge, the students needed to fill in the blanks in sentences using the two tenses and needed to choose the suitable tense and then join the sentences using ‘when’ or ‘while.’

In her reflective journal, the participant developed an awareness of assessing each of the learning objectives. Important in this awareness is its focus, as her reflective journal was written after teaching a grammar lesson about simple present and present continuous. She wrote that she started with examples using simple present and then moved on to discuss examples of present continuous. The students were asked to fill in the blanks in sentences using the suitable tense and their answers were discussed as a class. She also suggested a change in her practice which was to review some knowledge that the students previously learned and then focus on the main components of the simple present tense to save time. As one could conclude from her reflection, the participant learned from the challenges faced in the observed grammar/speaking lesson. She learned that she needed to follow Bloom's taxonomy (1956). She started with knowledge and ended up reaching its application. "Teaching to communicate in real, everyday situations is very often neglected and students have little chance to practice ordinary language in class. Therefore, teachers ought to provide learners with opportunities to improve their speaking skills" (Kuśnierek, 2015, p.73).

In the listening lesson, the participant described the sequence of the instructional activities used to teach the learning objectives. She planned to teach by asking the students questions, explaining some sentences in Arabic, reading the listening comprehension text that was supposed to be played by the cassette, and then finally asking students to answer questions about the text. In the post-interview, the participant described the sequence of the instructional activities used to teach the objectives, matching each activity to the objectives that were taught during the designed instructional activities. She asked questions and, sometimes, explained the sentences in Arabic. She noted that she had read the listening text instead of playing the cassette for the first time, stressing some words when needed. The participant made one specific

statement which indicated that listening implies integration of other competences like reading and speaking. During the discussion session, she said that she taught her lesson by asking about the meaning of some words and explaining the sentences in Arabic when she wanted to check whether or not the students understood the sentences before starting the listening activity. The participant thought that the students would not feel comfortable with the cassette speaker's British accent, as she thought that the British accent was difficult. Instead, the participant preferred reading slowly and pausing frequently and she never tried to play the cassette for her students. After the participant realized that learning the accent is a part of English language learning, she listened to the cassette and then considered using the cassette in the future.

After the teaching experience, the participant thought that students needed to listen three times: first to get an idea about the instructions and the exercise, then to answer the questions in the exercise, and finally to check their answers. The participant recognized that she did not give her students the chance to try to remember or guess the meaning of the words or to understand the sentences in context. In addition, her translation neither provided students with the chance to remember the vocabulary nor did it allow them to understand the sentence in context. The participant chose the method which seemed simpler to her: as a result, the students answered the questions in the exercise sentence by sentence, meaning that words available for the fill-in-the-blank activity were more limited after every sentence. This participant, after discussing the lesson, became more interested in using practices which can support students' learning. Nevertheless, her awareness of time constraints led to the use of techniques which were less effective. Her reflective practice shows that she is open to implementing changes but that she may need further support in doing so.

In her response journal, the participant suggested changes for her future practices. The students should listen to the cassette three times with the instructions and goals set in the teacher's book. Instead of using translation, she will dedicate more time to the activity or repeat selected sentences if the students have difficulty with them. She suggested waiting for the students to ask for help about the meaning of vocabulary. With her experience and reflection on this listening lesson, the participant thought it would have been better if she had read the teacher's book, if she had thought about the logic behind the steps and how she might give her students a rich learning experience. For example, using the cassette was important to increase exposure to the native speakers' accent, which in turn helps to develop students' listening skills.

The participant also discussed other skills that were related to listening and students' learning and reviewed the sequence of activities that she could design to achieve the objectives as stated in the teacher's book. She supposed that the listening lesson was strongly related to the reading and speaking lessons. The first lesson focused on vocabulary; the speaking lesson focused on grammar. For the participant, the integration of skills could ensure, if thoughtfully planned, so that the students were prepared to listen from the time spent on the reading and the speaking lessons. The listening lesson was strongly related to the reading and the speaking lessons, which made this plan feasible. The reflective journal showed a promising result. The participant started to reflect more extensively on language as discourse, and even to think about language as a communication tool. The participant discussed this after facing such challenges in the listening lesson. She was trying to find a solution to the dilemma that the students did not have a large active vocabulary nor were they familiar with the grammar that could help them understand the listening comprehension text.

In the writing lesson, in the pre-interview, the participant planned to discuss the model paragraph in the book and then ask the students to write a paragraph. Evaluation and assessment were based on the students' writing, including the important elements in writing as well as structure, vocabulary, and punctuation. In her post-interview, the participant reported that she had discussed the paragraph model in the textbook. The students were supposed to use the paragraph as a guiding example for their writing. Then they needed to modify the ideas in the textbook to write about themselves. Even though it was not carried out in the lesson observed, the participant thought that the evaluation should be based on the students writing a paragraph together using the important elements in writing.

During the discussion session, the participant explained the methods she chose for teaching the writing lesson. The model text was about a certain theme and students were to use this text as a reference when writing about themselves. The participant began the class by asking questions about the model paragraph, then writing examples on the chalkboard. In the recording of the lesson, one sees that the participant was confident at the beginning of class when she started asking questions and writing the key words and sentences on the chalkboard. However, a misunderstanding developed when she started instructing her students about their writing. She knew that the paragraph model facilitates their learning, but she found herself in front of the students trying to make them write a paragraph. It was at this stage in the lesson that her students needed to use English and only English in their writing, which presented her with multiple difficulties in both teaching and classroom management.

In the response journal, she wrote that the biggest challenge she faced was how to make the students discuss the ideas, write their own paragraphs, and then assesses their writing in 40 minutes, given that her students' writing skills did not meet the expected level. The participant

suggested adjusting the task to better serve the time allotted for the activity and the lesson flow. The participant also stressed the integration of skills because the writing lesson was related to the other skills, particularly the reading and the grammar/speaking lesson. The students required knowledge of basic grammar and vocabulary to write. To face the time restraint, the participant suggested the use of group work or pair work to develop the students' writing skills. However, the kind of knowledge and specific skills that would be promoted in such cooperative work was not clear. In addition, the participant failed to specify how she would arrange the tasks of writing amongst the students when they worked together. The participant was on a quest to find a way of dealing with the challenges of writing lesson, but though she suggested some alternatives, no clear practical procedures were particularized. In the reflective journal, she described the sequence of activities as related to the lesson's objectives. The participant discussed the sample in the textbook while focusing on the structure of the paragraph. She then asked all the students to write using the ideas listed on the chalkboard, ideas she herself suggested. The participant recognized the need to develop questions for the writing lesson in order to save time and help students develop the quality of their writing. She developed her strategies in the reflective journal as she focused on the structure of the paragraph; a method she believed would give the students a recognizable format that they needed to follow to facilitate their task of writing a paragraph. In addition, the participant listed the ideas the students could use in their writing. She did not use group work or pairs that she suggested in the response journal.

In general, though objectives were clearly and verbally identified to some extent, they were not clear in the participant's teaching practices in terms of their sequence and their knowledge level. In addition, the participant showed that she needed support in identifying objectives when it came to reading, speaking, listening, and writing. The participant was able to

identify objectives when she was supported by questions and references to the material. This emphasizes the need for novice teachers to be trained and supported in identifying their objectives in the context of the EFL classroom. This fact, in practice, means that activities designed to teach certain concepts did not horizontally match the planned activities for the lesson; a fact which reflects a gap between knowledge and practice. For this participant, the sequence of objectives becomes problematic at some point, particularly in terms of grammar, reading, and writing respectively. This could also be attributed to lack of practical experience or inadequate planning. Novice teachers need to reflect on their planning, curriculum, and practices under guidance to help them think about the adequacy of their lessons' plans.

Assessment was not used effectively by this participant, neither in assessing the students' previous knowledge nor in determining the skills needed to achieve the current lesson's objectives. During the lesson, a decision was needed regarding what to teach and how to do so with the remaining time. However, the participant did not seem to recognize any criteria she could use to make the proper decision during action. During guided reflection, she was able to identify and define such criteria.

Her conceptions of teaching comprehension skills were not clear, even during reflection, in the context of EFL teaching. The participant thought that her students needed to know every single vocabulary item in order to understand the text. However, at the same time, she encountered numerous difficulties in helping students understand the main ideas of the text, which put her in a real dilemma. On one hand, she felt the need to teach every single detail and, as a result, assumed that the comprehension text needed much more time and was, in fact, unable to complete the tasks related to the text in the given time. On the other hand, the students, in general, failed to answer the questions which assessed their general understanding of the text as

well as those that aimed to assess a certain comprehension skill. The facilitator focused her questions on the main objectives of teaching comprehension at this point in order to let the participant develop an understanding of those objectives. It was important that the participant, through reflection, knew or learned that teaching comprehension skills is about teaching the skill of finding information in a given text and understanding sentences, including new vocabulary items structured in a certain grammatical order.

In terms of student assessment, this participant did not develop a way to assess her students in terms of vocabulary learned within the context of the comprehension or the reading lesson. She thought that there was no method of assessing the students' learning of a given vocabulary word. This could be attributed to her lack of knowledge that there were a number of highlighted vocabulary items that needed to be taught in each lesson. Despite this oversight, she assumed that it was necessary to write the vocabulary items on the chalkboard and to concentrate on their spelling and pronunciation. In explaining this, the participant recalled her experience as a student when her teacher taught the vocabulary by writing words on the chalkboard. In the comprehension and reading lesson planned by the participant, the necessary vocabulary was taught while teaching the text, which resulted in the participant's uncertainty about students' learning. The pictures provided in the textbooks were also used by this participant to introduce the main ideas of the texts. Some questions were written on the chalkboard to guide the students while they read silently. The participant then preferred reading and explaining the text sentence by sentence giving the Arabic translation. She then had the students practice reading aloud.

In the context of teaching comprehension skills and vocabulary, reflection served to highlight the integrated role of teaching vocabulary as a part of the knowledge development

needed to serve students' comprehension skills. This was provided by questioning when, why, and what needed to be taught in terms of vocabulary in a comprehension text.

Using pointed reflective questions, the facilitator motivated the participant to think about the four language skills as significantly interrelated. As vocabulary and grammar skills are needed for developing writing skills, but were poor in the participant's classroom, the students encountered difficulties in writing a well-organized paragraph as required by the curriculum. Time was a pronounced challenge in writing classes as the participant had no time to support the students or assess their writing in the classroom as a kind of immediate feedback and assessment. Except in the reflective journal, which was not observed by the facilitator, the model text provided in the textbook was not competently used to help students develop their writing.

This participant showed potential for learning from her misconceptions. She initially thought that using the native language was the best way to clarify grammatical concepts, as this strategy saved her time and helped her to give students direct, clear information along with grammatical rules. After the discussion between the participant and the facilitator, the participant considered methods of teaching which feature the native language in a supportive and facilitating role in the classroom (Tang, 2002), reducing its use as a language of teaching. Thoughtful native language usage in the EFL classroom, in some cases, helps students become "more watchful" of the "similarities and differences" between language structures (Afzal, 2013). In addition to her change of perspective regarding native language use, the participant had misconceptions of some tenses. When asked to check a reference to clarify the misconception she dealt with in her classroom, she was able to identify the misconception but did not design an activity to clarify the concept for her students in order to integrate her new understanding.

Although the participant was able to focus on certain objectives while reflecting on her classroom sessions, she was not successful in relating the objectives to teaching-learning procedures. This meant that there was no horizontal matching and parallelism between the objectives and the activities designed to teach the objectives. Such a level of professionalism requires further reflective support in order to mentor reflection on all activities and their targeted objectives and then match them with the objectives identified in the teacher's book in accordance with the curriculum's goals and objectives for this grade. The teacher's book uses diagrams or other strategies to help novice teachers develop a clear plan for the lesson. Such strategies help novice teachers understand the correlation between objectives, instructional activities, and assessment; helping them predict some of the challenges and difficulties associated with teaching language competences/skills.

5.3.3 Participant Three

5.3.3.1 Content Knowledge

In the reading/comprehension lesson, in the pre-interview and the post-interview, the participant identified the objectives in reference to the teacher's book: Students learn the new vocabulary in the context of the garden, including meaning, pronunciation, and spelling. In the post-interview, the objectives were identified in greater detail. During the discussion session, the participant said that writing was not an objective. However, she supported the students in learning to write the new vocabulary items. In her response journal, she said that the lesson's learning objectives had been achieved. In the response journal, the participant identified the objectives in the same way she identified them in the pre-interview, post-interview, and the discussion. In the reflective journal, the participant identified her objectives with reference to the teacher's book and indicated that her objectives were achieved during the lesson.

This participant also relied heavily on the teacher's book in identifying and describing the objectives in the other lessons. In the grammar/speaking lesson, the participant identified the objectives in reference to the teacher's book and worded them in the same way in the pre-interview, the post-interview, the discussion, the response journal, and the reflective journal. The listening lesson showed the same reliance on the teacher's book in identifying the objectives of the lesson, which were the same in the pre-interview, post interview, and the discussion. One minor objective was added in both the post-interview and the discussion, showing descriptive reflection since the participant maintained the same practice during the reflective journal, referring to the teacher's book to explain her objectives.

In the writing lesson, in the pre-interview and post-interview, the participant identified the objectives in reference to the teacher's book. During the discussion, the participant finally integrated writing and speaking skills in her wording of the learning objectives. In the reflective journal, she once again identified the learning objectives in reference to the teacher's book.

In general, the lesson's respective objectives were clearly identified by the participant and were identified in reference to the teacher's book. This was due to the focus of each lesson on one skill or one objective and the consideration of grade level. The school administration demands that teachers frequently check the teacher's book as a reference. However, even though school administration required that the teacher write the learning objectives on the chalkboard before each class, the participant thought that there was no need for this visual reminder. The participant felt confident in her identification and teaching of the objectives. She was confident, too, of her ability to match the teaching activities with the identified objectives. She referred to the teacher's book on a daily basis to look at the designated objectives, teaching activities, and

assessment techniques. The participant drew her confidence from checking a trustworthy source, both for her own purposes and for the school administration.

5.3.3.2 Pedagogical Knowledge

Examining the participant's reflection in terms of pedagogical knowledge, the post-interview for the reading lesson demonstrated the participant's recognition of the need to check students' understanding step by step. In addition, the participant intended to use textbook exercises for assessment. In the post-interview, she reflected on a higher level when describing the assessment: questions, drills, and exercises from the textbook were used to assess students' learning and feedback was continuous. During the discussion session, the participant said that she used the questions to address different levels of students (three different levels), giving more attention to low achievers. The participant suggested bringing more tangible items into the classroom and giving students more opportunities to speak and participate in order to address all of her students. The participant expressed her satisfaction with the achievement of the lesson's objectives, her classroom management, and breaking the routine. In the response journal, she further discussed her use of instructional aids in teaching children. She considered homework a means for fostering learning. She also focused on the assessment of the learning objectives step by step to provide students with feedback when needed. Notable here was that the participant reflected on new themes, specifically the relevance of homework to the students learning and continuous assessment and feedback. In the reflective journal, the participant focused on methods for and effects of continuous assessment and feedback.

In the pre-interview for the grammar/speaking lesson, the participant described the assessment technique she intended to use: asking questions and observing the students' answers

and reactions in order to provide proper feedback when needed. In the post-interview, the participant discussed the instructional aids, assessment techniques, and her in-class modification of her teaching in response to student learning.

During the discussion session, the participant further discussed student assessment, suggesting more use of yes/no questions, the integration of reading skills in the grammar lesson, the role of instructional aids in improving learning, and the role of parents in learning. This participant was the only participant that focused on the role of parents in students' learning. In the response journal, she focused on the use of real objects in authentic contexts to teach grammar and speaking, taking the continuous feedback necessary for such activities into consideration. In the reflective journal, the participant discussed assessment and evaluation techniques. She also considered "singing" as a teaching method and learning further activities for breaking the routine and motivate her students.

In the listening lesson, in the pre-interview, the participant planned to assess student learning by means of students' answers. During the discussion session, the participant discussed methods that could help her teach a listening lesson including enhancement and punishment, listening routines, and helping the students enjoy learning. She praised her strong personality which helped her with classroom management. In the response journal, the participant discussed formative assessment during the instructional activities. The three phases of listening to the text served as an assessment technique for different levels of students. This helped her support the students as needed. In the reflective journal, she said that there were many techniques to help her identify the cause of misunderstandings during the listening activity.

In the pre-interview for the writing lesson, the participant planned to use verbal questions, written answers, and student participation, and she wanted to use authentic objects and contexts in teaching the learning objectives. In the post interview, the participant discussed the assessment technique she used, in this case transforming the verbal answers to written answers next to the pictures in the book as a response to the exercises. During the discussion session, she discussed student misbehavior and her management of misbehavior. She discussed the assessment of students' previous knowledge as well as methods for taking it into consideration before teaching the new information. This assessment was possible by asking questions and listening to answers. The exercise itself and the answers to the questions were also used for assessment. In addition, this shows potential, as worksheets should also serve specific objectives related to content. The participant recognized that she did not know how to motivate students and nor did she know how to create positive competition amongst them. In the response journal, she focused on the integration of skills in teaching children, starting with listening and developing towards speaking. In the reflective journal, she described the student-teacher interaction. The methods suggested by the teacher's book were helpful, specifically the use of student-student interactions and teacher-student interactions. The students' answers were a great indication of their knowledge and the in-class assessment provided the participant with immediate information about the kind of support the students needed. The participant integrated clapping, opportunities to participate, and the chalkboard in her lesson; she also thought that learning through playing was good but that implementation in her classroom needed more time.

In general, this participant thought that Arabic was not an option she could use as a method for teaching English for two reasons: there were strict instructions from the school administration that she not use Arabic, and she supposed that the students cannot learn English

when Arabic is used intensively. However, literature indicates that moderate and thoughtful use of the mother tongue can facilitate both teaching and learning of the target language. The omission of or failure to recognize the value of using the mother tongue, along with the widely advocated principle that the native language should not be used in the foreign language classroom, makes most teachers, experienced or not, feel uneasy both about using their L1 and about permitting its use in the classroom, even when there is a need to do so (Afzal, 2013).

Extracurricular and additional activities were planned by the participant in cooperation with the school's administration in order to supplement English teaching at the school; these activities were mainly motivated by the offers at competing private schools. The participant's reflection on this topic motivated her to consider the objectives, the content, and the contribution of such extracurricular and additional activities to the achievement and enrichment of the curriculum's goals.

The participant's concept of assessment was functional in her teaching practices. The questions she asked were aimed at assessing both student knowledge and understanding. She used different levels of questions to address individual differences. She considered the students' answers and participation as indicators of their learning the objectives at hand. This teacher also differentiated between formative and summative assessment and evaluation. It is worth mentioning that the successful use of two types of assessment can help the participant match her objectives to her instructional activities, which in turn can foster useful teaching practices.

The participant also took her learners' age into consideration. She used songs to break the routine and make learning attractive to students. The participant considered herself a failure in motivating students as young learners. She felt that they did not enjoy the lesson but did not

manage to break the routine with any technique aside from her use of songs. Furthermore, the participant did not have enough knowledge to create positive competition among students with respect to the particularities of their age. Taking the creation of a positive learning environment into consideration, teacher-student interactions were the dominant interactions in her classroom. The participant used teaching aids whenever available since students at this age depend significantly on what they see or hear when learning. The participant paid great attention to tangible things in teaching both vocabulary and the grammatical concepts.

The participant indicated that teaching aids should serve a purpose. She thought, for example, that it did not make sense to use a worksheet just for the sake of using it. It could be used as an assessment tool or for the enrichment of learning for a certain concept or perhaps for addressing individual differences that were challenging in designed teaching activities. The participant indicated that learning through play was a good teaching method or aid, but there were two challenges the participant faced here: time and the large number of students. It was clear that whenever a novice teacher, such as this participant, uses modern teaching strategies like playing, they are under the impression that this is as a redundant consideration because of the time limitations of a single lesson.

The participant thought she went into the classroom with a very clear mental image of what would happen and with expectations of potential questions that might be asked by the students. This was an indication of good preparation and her understanding of the lesson's objectives and her teaching activities; this gave her confidence and trust in her own abilities. The participant was required to write the objectives on the chalkboard and take her preparation notebook with her to the classroom to keep her on track with the lesson's objectives. Although this was a systemic precaution, particularly for novice teachers, to ensure that they keep teaching

objectives and assessment techniques in mind during their teaching practice, this practice could guarantee, if properly executed, horizontal matching and correspondence between the objectives and other activities that serve learning, as seen with this participant. Despite the rules set by the school and their potential helpfulness, the participant stated a challenge that she experienced as a teacher in a private school. She felt that there was not much communication between the teacher and the school administration and that some demands might be required by the school administration without considering the individual teacher's opinions or communicating with the teacher about her concerns. Teachers in private schools are typically employed for one year on a renewable contract which put them in a position where survival and acceptance are central concerns for them, prioritized above their professional needs (Warford & Reeves, 2003). Novice teachers will not seek support from their head teachers or the school administration if it is needed. However, in order to try new things, teachers need to be allowed to make mistakes, seek support, explore new practices, and discuss instructions imposed by the school administration. A safe space for teachers to reflect is therefore extremely important in their development in order for them to discover and develop their own role as well as to build up the confidence to take action.

5.3.3.3 Pedagogical Content Knowledge

In the reading/comprehension lesson, in the pre-interview, the participant mentioned the sequence of the instructional activities: the students listen to the cassette and then focus on every single vocabulary item individually. The students then practice the pronunciation, writing, and spelling of the new vocabulary items and use them in context. In the post-interview, she discussed the instructional aids she used to explain the vocabulary. During the discussion session, she described the instructional activities in steps and how each step served the

objectives, addressed the individual differences investing the instructional aids, and assessed student learning. She suggested the development of conversational interactions by asking more questions. She needed help in knowing how to make all the students, including low achievers, read well. Her plan was that the students learn the vocabulary in one class and then apply and use the new vocabulary in a subsequent class. In the response journal, the participant described the assessment of each objective within the instructional activities. She compared the instructions from the teacher's book to what she taught in the classroom in terms of instructional activities and objectives. She matched the objectives to the sequence of activities as well as to individual activities themselves. The participant then suggested aspects she could change in reference to the students' individual differences and the learning objectives. In the reflective journal, the participant discussed the instructional aids and the sequence of the objectives and activities as well as the possibility for this sequence to serve certain objectives.

In the grammar/speaking lesson, in the pre-interview, the participant discussed how the students could learn the lesson's objectives. By giving real examples, the students could learn the difference between the two pronouns 'it' and 'they.' The participant planned to use listening and reading as the main skills while teaching this lesson by asking questions and writing examples on the chalkboard. In the post-interview, the participant explained her implementation of oral questions for the assessment of the use of 'it' and 'they.' To create a more interactive environment, she used examples and real objects from the classroom to explain the concept of plural nouns and singular verbs at the beginning of the class and then the concept of singular nouns and plural verbs, then clarifying the use of plural nouns with plural verbs and the singular nouns with singular verbs.

During the discussion session, the participant discussed the methods used to teach the learning objectives with her reasons for choosing them, as it was a challenge to teach such objectives for students of this age. In addition, the participant discussed two alternatives: one already adopted by the participant and one suggested by the facilitator. The participant indicated that the use of wh-questions was useful when teaching the difference between the pronouns and yes/no questions were helpful in teaching the difference between can and cannot. She indicated that using real objects facilitated teaching the concepts of 'they' and 'it' as well as the difference between them. This also allowed activities to concentrate on vocabulary learning. The students learned the spelling of words by repeating and writing them on the chalkboard. The participant started demonstrating the concepts using objects the students were familiar with while using selected vocabulary to deepen students' understanding. It was in this discussion session that she first said that Arabic was not allowed in the EFL classroom even though it was a challenge to teach these concepts to first graders.

In the listening lesson, in the pre-interview, the participant connected the instructional activities with the relevant learning objectives. In the pre-interview, the participant also described the instructional activities she herself had designed to meet the lesson's learning objectives. She then described the summative assessment at the end of the classroom session. During the discussion, the participant described the instructional activities she designed to meet the lesson's learning objectives in greater detail. She discussed the fact that listening is usually a competence developed over time and with practice. The participant suggested giving clearer instructions before the students started working on the exercises. In the response journal, the participant discussed the sequence of activities and how they can deal with the students' individual differences. In her reflective journal, she discussed the sequence of activities she used

to achieve the learning objectives. She explained that she also utilized questions to determine what kind of feedback the students needed.

In the writing lesson, in the pre-interview, the participant explained that she planned to integrate listening and reading skills in teaching writing skills. The students wrote sentences based on the pictures in their books. In the post-interview, the participant discussed her efforts to support students by asking questions based on the pictures in the textbook.

During the discussion session, the participant explained the tasks the students needed to perform in order to meet the learning objectives. She also discussed the integration of grammar and speaking skills in writing skills, elaborating on the students' routine of describing pictures in various lessons. To motivate the students and attract them to the information in the writing lesson, the teacher made a connection to what students had learned in the grammar lesson, then asked about the pictures in the book and asked the students to answer. The participant motivated the students to give full-sentence answers. In order to assist the students in writing complete and meaningful sentences, the participant checked students' skills in writing words. The participant said that there were very few cases in which Arabic can be used with low achievers.

In the response journal, she discussed the integration of various skills for the successful writing lesson. In the reflective journal, the participant discussed the integration of reading and speaking skills in writing competence in more detail. The questions proposed by the participant linked grammatical concepts to listening and speaking so that the students were motivated to write. Even though writing was a challenge for them, the sequence of instructional activities motivated the students to write full meaningful sentences describing the pictures in the textbook.

In general, the participant supposed that students at this age needed to listen to and practice language in order to learn and use it. The students started with listening and reading, writing was then taught as a subsequent skill. However, teaching some concepts, such as the concept of a sentence, was a challenge for the participant regardless of the skill being focused on. The participant considered it a challenge to teach young students these concepts since she first learned these concepts in seventh grade. She tried to benefit from and make use of the fact that the four skills were significantly interrelated. She used, for example, various vocabulary items while teaching grammar to enhance the students' learning of the individual words and grammar lessons to teach listening. The participant thought that the students knew the spelling of the words after repeating and writing them on the chalkboard, an activity supplemented by copying the words into their notebooks. These steps were all taken to facilitate learning. The students often listened to the same text many times, always with the purpose of practicing listening comprehension while serving the general objective of the given listening task.

The participant demonstrated the recognition that there was a need to assess students' knowledge and skills to determine a starting point and build on the students' current knowledge and skills. This was significant and helpful in the planning of classroom time for certain activities as well as the development of students' skills and knowledge. For the participant, relating a learning experience to students' life and environment took on exceptional importance for the learning process. She used techniques such as questions, answers, and drills to deepen and enrich the learning of certain concepts. Moreover, even though existing research is cautious concerning the general evaluation of the role of parents in teaching kids at home, the participant assumed an important role for parents in supporting their children's learning at home. In this context, her reflection strategies shed some light on the advantages and disadvantages of

teaching children at home with the help of family members, proving her consideration of new perspectives in the students' wider community.

5.3.4 Participant Four

5.3.4.1 Content Knowledge

In the reading/comprehension lesson, in the pre-interview, the participant identified the lessons' learning objectives, focusing on three objectives: students learn the new vocabulary; students learn the main ideas in the text, and students answer questions about the text. In the post-interview, the objectives were identified as actions performed by the participant and not by the students, simply: teaching the text and the vocabulary. The question that arises is: Why was the participant able to identify her objectives in the pre-interview with more appropriate wording when compared to the post-interview? The facilitator considered that the participant, as was also noticed in further interactions during the study, focused more on this process of reflection by reporting her actions and trying to mention what she did instead of what the students achieved.

During the discussion session, she again identified the objectives in a detailed procedural way, students: learn the new vocabulary, use the new vocabulary in context, predict the content, learn the new ideas, and answer the questions at hand. In the response journal, the participant focused on the skills that students needed to learn like scanning and the significance of the introductory sentence. In the reflective journal, the participant identified her objectives by focusing on students' skills and knowledge, reflecting a very positive change in identifying the objectives: the students learn the new vocabulary; the students recognize the main ideas using scanning and skimming strategies; using those strategies, the students answer questions.

In the speaking/grammar lesson, in the pre-interview, the participant identified her objectives by naming the most important skill the students were supposed to learn. In the post-interview, the participant identified her objectives in more procedural terms. During the discussion session, the participant described the identification of objectives, misunderstanding of the objectives, and the lesson's learning objectives as a part of the unit and the entire textbook's objectives. She discovered that she had misunderstood the objectives of the lesson. In the response journal, the participant referred to the teacher's book to identify the objectives. In the reflective journal, she identified the lesson's objectives with reference to the teacher's book. She added to those objectives based on her knowledge of her students' abilities and skills: some students had difficulty with the tenses themselves. The curriculum assumed that the students had learned those tenses before. Nevertheless, the participant supposed that the students did not understand the grammatical rule which presented a difficulty for them in changing the tenses into passive voice.

In the listening lesson, the participant identified the objectives in the same manner in the pre-interview, the post-interview, and the discussion session. In the response journal, the participant developed objectives to describe the goal of 'speaking:' students had to listen and note information and then listened again in order to speak and respond. In the reflective journal, the participant identified the learning objectives in reference to the teacher's book.

In the writing lesson, the participant summarized the objectives in one objective during the pre-interview: the students write a paragraph that uses the ideas the textbook suggests. In the post-interview, the participant identified the objectives achieved in a more procedural way: the students were able to mention some ideas that could develop the ideas suggested by the textbook. The students wrote complete and meaningful paragraphs. During the discussion session, she

described the objectives achieved in more detail: the students were able to mention ideas about the topic to be used in their paragraphs. The students were not comfortable and were not used to writing complete and meaningful paragraphs. Only five to seven students were able to end the lesson with a complete, meaningful paragraph. During the response journal, the participant identified the objectives in reference to the teacher's book: the students write a paragraph using relative clauses when describing persons and things. The participant indicated her understanding that writing is a competence that needs practice, time, and skills. In the reflective journal, she again identified the objectives in reference to the teacher's book. She also identified the fact that the students faced great difficulty in writing complete, meaningful sentences.

In general, this participant considered the objectives to be initially elicited by her as a teacher. After the participant made a mistake when defining the exact objective of the grammar/speaking lesson and had reflected on that with the facilitator, she learned that she had to refer back to the curriculum's objectives as identified by the teacher's book. As this was the first time she had taught this curriculum, the way in which content and subject matter were interrelated or related to the curriculum was not clear for the participant. In one case, the participant defined the objectives in terms of what she needed to teach and not in terms of what the students needed to achieve. This shows that the participant did not develop a clear concept of the identification of objectives. Reflection activities including questions, inquiries, and problem solving assisted the participant in recognizing the need for a readily available, trustworthy reference that could be checked regularly to provide her with a plan for upcoming lessons along with clearly identified objectives.

5.3.4.2 Pedagogical Knowledge

In the reading/comprehension lesson, in the pre-interview, the participant talked about student participation as an assessment tool. In the post-interview, the participant mentioned that the assessment methods she used were asking questions about the photos and the main ideas, the textbook's questions, and three exercises as homework. In addition, the participant taught vocabulary items at the beginning of the lesson before teaching the text and while discussing the pre-questions and the photos. In teaching scanning, the participant numbered the paragraphs, then gave the students a word or sentence and asked them to find it quickly. Following the scanning exercise, several questions were written on the chalkboard and the students were asked to answer them within few minutes while reading. The students then answered the textbook's questions. During the discussion session, the participant mentioned that she liked using the activities that the students enjoy. She also said that she continuously tried to develop her skills as a teacher. The participant reflected on her use of a laptop to teach the vocabulary (without a projector) and concluded that using a projector or a printed copy of the examples would be a welcome change and improvement. She also suggested the use of flashcards to foster learning. In the response journal, the participant reflected on the use of different types of questions to address individual differences among the students.

The participant also reflected on the worksheets she used to address individual differences and check the students' understanding of new concepts. In the reflective journal, the participant reflected on her instructional activities. She said that it was not realistic to teach the vocabulary in the ten minutes suggested by the teacher's book. However, the participant said that she had checked the teacher's book during lesson preparation and that she tried to follow the instructions as much as possible. Moreover, she took the students' competences, time limitations,

and the amount of material she should cover in a specific time into consideration. She suggested developing a plan to improve the students' reading skills-her initial idea was a quiz at the end of each month to test the students' skills in reading and vocabulary.

In the grammar/speaking lesson, in the pre-interview, the participant reflected on assessment strategies by giving examples for assessing the students' skills and knowledge. The examples could be written on and discussed at the chalkboard and/or in the students' notebooks. These exercises could inform the participant of the feedback she should provide. In the post-interview, the participant reflected on assessment using the workbook exercises and examples written on the chalkboard. During the discussion session, the participant reflected on learning indicators such as student motivation, class control and management, misbehavior, observing the students' reactions, and the students' feedback. The participant also discussed the examples written on the chalkboard and the question she chose to promote interaction and discussion and then reviewed the examples in the textbook to enhance the learning of the learning objectives. In the response journal, the participant elaborated on methods to motivate the students and on her failure to identify the lesson's objectives. In the reflective journal, she reflected on student assessment by taking student participation into consideration.

In the listening lesson, in the post-interview, the participant discussed the sequence of the instructional activities. In the post-interview, the participant reflected on linking information between two lessons as a subsequent integration of skills. During the discussion session, the participant reflected on the aspects of the lesson that went well and the aspects that did not work well. She specifically discussed the problem that the instructions she gave were not clear to the students. She mentioned that she assessed the students based on their participation and answers. In the response journal, the participant reflected on the low level of achievement she observed.

She mentioned that she did not notice or receive an indication that the students did not understand her instructions until after the end of the activity. The teacher then discussed the assessment of listening and speaking using formative and summative assessments. In the reflective journal, she reflected on the sequence of activities most useful for her classroom, namely starting with skills and information the students already know and then moving to higher levels of skill.

In the writing lesson, during the pre-interview, the participant described the assessment techniques. Some students had the chance to read what they wrote aloud and the participant planned to collect the notebooks after class and return them back to the students with feedback by the next session. The participant thought that she should support the low achievers during the writing process with this feedback alongside other techniques. In the pre-interview, the participant reflected on the sequence of instructional activities. In addition, she described the assessment methods and the feedback she planned to use in the classroom. During the discussion session, the participant described the instructional activities and the assessment methods she had implemented. In her review of these methods, she suggested the use of a list of codes for the assessment of writing to facilitate her provision of feedback. Even though she did not attempt such an activity during the lesson observed for the study, she discussed the importance of students working in pairs or in groups while developing their writing skills. When working in groups, the students could help each other with vocabulary use, grammar, and the organization of ideas. In her response journal, the participant described the sequence of the instructional activities, assessment of students' writing, individual differences, and the advantages of using collaborative activities in the classroom. In the reflective journal, the participant reflected on the sequence of the instructional activities and the assessment methods she implemented. The

paragraphs written by the students provided the participant with a deep understanding of their writing skills. Despite this, it was difficult for the participant to perform a summative assessment at the end of the lesson due to a shortage of time. The participant explained that she then used the discussion for formative assessment.

In general, the participant noted three groups of students: very excellent students who participate; average students who have the motivation to participate; and low achievers. As a technique to scaffold individual differences and different learning styles, especially for the third category, the participant used written questions and then gave some time for students to think. These categorizations of the students came from her experience in the classroom as a teacher, which indicated some awareness and recognition, even if limited, of the individual differences amongst students. Reflection on such a topic highlighted the need to address the different students with multiple techniques in the same classroom for the lesson to benefit all students.

The participant often focused on the communication and interaction between the teacher and the students in the language classroom. In her attempt to get direct feedback from her students, the participant tried to check to see whether or not her students understood the instructions. The participant then asked the students about their learning styles and received their feedback on the lesson while chatting outside the classroom. Furthermore, the participant used formative assessment while teaching to check students' previous knowledge. Student participation was used as an indication of learning for the participant. When the low achievers tried to answer questions, the participant considered this an indication of their achievement and improvement of their learning. The examples given by the students and the participant were thus used for assessment on various levels. In addition, summative assessment was used at the end of the class, in using the workbook and the exercises in the student's book.

The participant designed activities to attract the students to new information and motivate them to learn. Reflection on such activities helped the participant focus more on the efficient investment in activities which serve both the objectives of the lesson and the students' learning. She also placed significance on the students' attitudes towards learning EFL. As an example of this, when a student kept complaining that she did not understand anything due to a problem with understanding a few words, the participant showed a concerted effort to convince her students that the failure of understanding a concept, vocabulary word, or a paragraph did not mean failure to understand the entire lesson. She encouraged students to identify the gaps in their understanding and try to bridge them in order for deeper and comprehensive learning to happen.

This participant was able to reflect on her style of teaching as a novice teacher. She understood her own reflection on her style as a strategy instrumental to her professional development. Time management was one aspect that the participant thought she needed to give more attention to in the future. She noted that she had focused on the objectives and the activities but did not plan those in the given time frame according to the curriculum's plan. Overall, the participant was content with her classroom management style. She expressed satisfaction with her methods for understanding her students and the strategies she used to teach the students discipline, classroom routines, and activities, including group work and pair work. The participant also recognized the home environment of her students and its possible effect on their learning: both the lack of discipline and low academic achievement were features of the UNRWA refugee camp schools that this participant had to face. However, she worked hard to control her classroom and she successfully managed to do so.

5.3.4.3 Pedagogical Content Knowledge

During the pre-interview for the reading/comprehension lesson, the participant discussed the sequence of the instructional activities with her plan for introducing the components of the learning objectives. In the post-interview, she discussed how she taught each learning objective. She preferred teaching the vocabulary at the beginning of the class and before teaching the reading text. During the discussion session, the participant discussed the logic of this sequence of instruction. The participant designed the activities to teach vocabulary and focus on the skills of prediction and finding new ideas in a text. She discussed specifically the way in which prediction was taught and its relevance to the students' scanning skills. The participant discussed the use of Arabic in teaching the vocabulary and the text as well as the function of silent reading and its role and relevance in a reading/comprehension lesson. In her response journal, the participant discussed teaching both prediction and some vocabulary words at the same time in order to improve future lessons. To meet the time limitations, she suggested the use of a worksheet in reading/comprehension lessons to address the students' individual differences and as a sort of formative assessment. In the reflective journal, the participant discussed her justifications for using certain methods in reference to the objectives and her students' individual differences. She also elaborated on the importance of learning vocabulary items, as they were in turn very important in the success of learning other skills.

Before the grammar/speaking lesson, in the pre-interview, the participant discussed the sequence of the instructional activities used to teach the learning objectives. In the post-interview, the participant discussed the previous knowledge the students needed to achieve their learning objectives. During the discussion session, the participant discussed teaching grammatical content and structure in context by giving different examples and comparing them

to one other. In the response journal, the participant explained the methods she used to address the individual objectives while teaching the grammar/speaking lesson. In addition, she discussed the activities she chose and how each activity served the learning objectives. In the reflective journal, the participant wrote about the importance of using real examples when teaching grammatical concepts. She then reflected on and discussed the assessment of students in a grammar/speaking lesson. In addition, she explored ways in which she can foster students' learning of the objectives by discussing them or writing on the chalkboard and by summarizing them on a worksheet.

In the listening lesson, during the pre-interview, the participant discussed the sequence of instructional activities she had planned for teaching the learning objectives. She also identified the assessment techniques for each of these objectives. In the post-interview, the participant discussed the actual sequence of instructional activities in teaching the learning objectives. During the discussion, the participant reviewed the sequence of instructional activities and the ways in which the sequence as well as the activities served the learning objectives. In addition, she elaborated on her choice to read the text herself instead of playing the cassette. The participant then emphasized the relevance of speaking for listening comprehension. In her response journal, the participant discussed the importance of exploring context in the listening lesson. In addition, she reviewed the sequence of activities she had chosen to teach one of the lesson's objectives. In the reflective journal, the participant again reflected on the steps she used in teaching the lesson with an explanation of the relevance of each step to the objectives and to students' learning. In exploring her technique, the participant allowed her students to listen to the audio file many times because she believed only high achievers would be able to answer questions after the first time and because some of her students were busy with other things.

Although reviewing vocabulary was not necessary, providing context for the listening proved advantageous in teaching listening skills even though the students were not provided with context in their classroom. Reflection allowed the participant to more efficiently identify the cases in which there was a need to teach, reteach, or remind the students of certain vocabulary.

In the writing lesson, during the pre-interview, the participant described the sequence of instructional activities used to teach the objectives. In the post-interview, the participant again described the sequence of instructional activities chosen to teach the objectives. However, she also suggested introducing pair or group work in the writing lesson so that the students could help each other with vocabulary, grammar, and ideas. During the discussion session, the participant mentioned that the assessment process during student writing enhanced the quality of their writing. However, she perceived both the assessment and the evaluation of writing as a big challenge. The participant discussed and reviewed the sequence of activities she used to teach the learning objectives. In the response journal, the participant explored her ideas on how the use of pair work could improve the process of writing compared to individual learning as she had used in her lesson.

In the reflective journal, the participant discussed possible techniques to support the students' individual differences. The participant then discussed formative assessment methods versus summative assessment methods in the evaluation of writing skills. She recommended the integration of writing skills as well as prerequisite skills in the entire unit in order to help the students develop the ability to write. The participant said that she followed the instructions in the teacher's book with regard to the instructional activities she used to teach writing, starting with discussing the model text and then reviewing the ideas with the students, noting these main points on the chalkboard and then supporting students during the writing task.

In general, the participant was motivated to support her students and their interest in learning. When teaching reading, the participant discussed pictures in order to introduce the main ideas of a text. The pictures were used also to teach new vocabulary items. This was promising, as this motivated the students to speak and use their vocabulary and later link the pictures with the lesson's main ideas. The participant also focused on knowledge of reading and comprehension skills such as scanning, skimming, and prediction of content. Learning vocabulary was important for learning these other skills. Facilitating skills such as the division of text, supporting students by asking a variety of questions, and building on main ideas were purposefully implemented. One promising habit that she might continue to develop was seen in the participant's consultation of the teacher's book on how to teach texts. In this context, the participant focused on certain points in the text and not on every detail. Thus, she showed awareness of the concept of teaching reading and comprehension skills. Reflection with the participant on such skills in the context of teaching reading and comprehension deepened her understanding, knowledge, and conception of both the teaching and assessment of such skills.

For the participant, in teaching vocabulary, the vocabulary highlighted in the teacher's book played a significant role in learning the four skills. Learning the Arabic meaning was also extremely important for her. Students were advised to write the Arabic meanings in their textbooks for increased exposure. However, students learned only the English meaning if it was not a complicated word, as they then had the chance to learn another word. Most importantly, learning a vocabulary item, for this participant, involved learning how to use it. The teacher used games to teach vocabulary. She continually checked the students' process in learning the vocabulary. The participant thought that vocabulary should be taught at the beginning of the class so that students do not waste their time thinking about what a word means. However, some

questions or paragraphs included a new vocabulary item that the students needed to think about despite the vocabulary session at the beginning of class. Reflection with the participant motivated her to think about all of these topics related to teaching vocabulary. It helped in uncovering the beliefs, practices, and reasons behind her current teaching practices—whether adopted by the participant purposefully, unintentionally, or via imitation. In this manner, the participant had the chance to question her practices in reference to the teacher’s book and with the guidance of questions asked by the facilitator who here took on the role of the mentor.

Although the participant showed some promise in her reflective practice, she also neglected certain aspects of EFL teaching. Most prominently, this participant said that the cassette was not available for teaching listening skills. By referring this question to the administration, the cassette was, in fact, available, but she did not use it. She felt uncomfortable using it in her own classroom. She also preferred reading the text herself using her accent instead of using the cassette because, in her opinion, it featured a challenging accent. This reflected that the participant did not consider the native speaker’s accent to be an integral part of teaching English as a foreign language. This implied her lack of awareness of the cultural items important in teaching EFL. This could be attributed to her belief that this accent or its pace is not suitable for her students. However, the accent is part of communication in the language and should not be neglected. She also did not consider using strategies to help her students to accommodate the accent and its pace to nor did she familiarize her students with the accent as an integral part of the language learning. Language teachers in general and novice teachers in particular should be educated to reflect on the importance of teaching the language accents that the students inevitably need in real life communication.

The participant motivated the students to access previous knowledge to start her lesson and teach new objectives, creating relevance between students' previous knowledge and the current lesson. Tangible items were used in the class as a means of attracting students' attention and breaking the routine. Even though she did not use them, she mentioned that cards could also be very helpful in teaching vocabulary and assessing students' learning in the future.

5.3.5 Cross-Comparison Discussion of Question III

This chapter investigates the overview of reflection and knowledge in each participant, respectively, and the commonalities and differences in reflection and knowledge when comparing the novice teachers in this study. The discussion thus points to both conclusions on the effectiveness of the study's instruments and to suggestions for further research in the hope of developing concrete suggestions for novice teacher development.

5.3.5.1 Content Knowledge amongst the Participants

In terms of content knowledge, Participant One was unable to define the learning objectives for any of the four lessons without the support of the facilitator during the guided reflection 'discussion.' Before the guided reflection, the content was unclear and was minimized to vocabulary and some facts in the reading lesson, the name of the tense in the grammar lesson, and filling in the blanks in the listening lesson and writing using an exclamation mark. In guided reflection, the participant was able to develop the wording of the learning objectives to include knowledge of the vocabulary, knowledge of the tense components and the context, and the knowledge of the exclamation mark. The reference available for the participant, the teacher's book, was not used by her and was perceived as an impractical source.

Participant Two identified learning objectives but did not manage to implement them in a comprehensive way including identifying the knowledge, the skills and the applications according to Bloom's taxonomy (1956). She was able to identify the objectives in the reading skills around three main pillars: vocabulary, understanding the text, and finding information in the text in order to answer questions. She had certain main ideas that she wanted the discussion to focus on. However, she had a misconception of one of the tenses. She did not analyze the content to discuss it gradually with the students. When it came to writing, even though the wording of the objectives was clear, the participant had no clear image of the writing process performed by the students.

Participant Three checked the teacher's book to identify the objectives and did so in a gradual order. She was able to identify whether or not other objectives were achieved even though she did not plan them and she knew that her students were ready to learn.

For Participant Four, reflection on the objectives and the lesson itself made her aware of the need to take a closer look at all the units in the textbook before teaching a specific lesson. She recognized the textbook design and identified interrelated units which served the curriculum goals. Culture and accent were not involved in her teaching as content. She replaced them with her own accent and considered English names an unnecessary challenge that should be changed. The guided reflection helped her develop more detailed objectives with different levels of knowledge.

5.3.5.2 Pedagogical Knowledge amongst the Participants

In terms of pedagogical knowledge, the strategies used to assess student learning were the main category of pedagogical knowledge for Participant One. Knowledge was classified as

pedagogical knowledge when it was described generally and remained unconnected to specific learning goals, outcomes, or content. Student participation is connected to student motivation. In addition, in cases in which content was not accurately identified, the participant would not properly recognize the learning objectives defined by the curriculum. The participant's concept of assessment developed to include the examples and exercises in the speaking/grammar lesson and the writing lesson. Group work and pair work were not an option for this participant. During the guided reflection, the facilitator discussed with the advantages of using these techniques. However, they were not used by the participant in further lessons. Teaching aids were only used as teaching aids and not to fill a gap or to facilitate learning. The participant believed that some students never learn because their skills and knowledge are 'weak.' The use of Arabic was prominent in the four lessons, reflecting immature pedagogical knowledge including a lack of knowledge of teaching strategies in EFL. Time was said to be an obstacle in trying new methods even though those methods were not mentioned. Classroom management and control were major problems for the participant. The concept of individual differences was introduced during guided reflection, though it was difficult to study the effect of this introduction on real practices.

As for Participant Two, answering questions, student participation, and solving workbook exercises were indications of learning and of the achievement of the objectives. However, she still thought that she had no way to confirm learning. Assessment was used to check previous knowledge after a lesson. With the exception of the grammar/speaking lesson, the participant did not use assessment to modify the teaching practices. Time was an additional obstacle to completing a summative assessment of the objectives. Classroom management was prioritized over the use of group work and pairs. The native language was perceived as a must in terms of its use in English language instruction.

As for Participant Three, instructional aids including cards, pictures, chalkboard, and the textbook were used to serve a purpose. The participant reflected on their use and their significance for children learning facilitation. She considered time, motivation, and individual differences as challenges and therefore categorized the students' achievement using three different levels. She recognized the benefit of interaction including student-student interaction in teaching speaking. This participant was aware of formative and summative assessment versus evaluation. She organized teaching her objectives over a period of time. The participant acknowledged her classroom management style as a tool for providing a learning environment for the students. After the listening and writing lessons, the participant reflected on her integration of the four skills in the achievement of her objectives.

As for Participant Four, student participation, answers, and homework performance were considered tools of assessment during the lesson. The participant showed an interest in the students' learning preferences and in creating an enabling learning environment. She recognized the role of extracurricular activities in language learning. The participant reflected on her use of instructional aids even though she was not successful in using the PowerPoint presentation or the cassette. She reflected on classroom management as a particular challenge in refugee camps based on her experience. To solve her problems with writing assessment, assessment codes were proposed after she read about them in an educational article. The students' individual differences, their levels of achievement, and summative and formative assessment were a prominent theme during the guided discussion. Student attitudes and the motivation to learn were of central interest for this participant.

5.3.5.3 Pedagogical Content Knowledge amongst the Participants

In terms of pedagogical content knowledge, each of the participants demonstrated various states of reflectivity. With the help of guided reflection, Participant One developed a more comprehensive understanding of reading skills, structural components, listening skills, and writing skills, matching them to the respective teaching strategies. The participant elaborated on her understanding of the students' learning, "*every single word should be explained in Arabic to be understood by the students.*" The strategy for teaching was the use of Arabic, namely translating vocabulary items, sentences, and entire texts to help students understand the meaning. In an extended exercise using Arabic, the participant taught grammar/speaking by giving examples in Arabic and then examples in English. In addition, the participant asked questions and the students answered those questions. Techniques such as drills were considered time consuming. During guided reflection, the participant assumed that "modern teaching strategies" do not bring success in the classroom. In the participant's perception, there were modern strategies that she did not understand. Is this because the participant refused to learn about them, is it because the participant cannot find someone who can help her learn about newer strategies, or is it because of her lack of a fundamental understanding of teaching strategies? This research study supports the latter proposition, as the participant had, at that time, never received teacher training. Guided reflection helped the participant understand that the main skill in the third lesson of the unit is listening. The textbook consisted of units and each unit of four lessons: reading/comprehension, grammar/speaking, listening and grammar respectively.

Participant Two was not clear in matching the objectives to the instructional activities. The assessment was of two forms: formative and summative. With the help of guided reflection, in some cases, the participant indicated how she could assess reading skills, grammar/speaking

skills, and writing skills by pairing the assessment tasks with specific learning objectives. The participant had her conception of how students learn vocabulary and understand comprehension texts. However, her preconceptions were problematic in teaching speaking/grammar. Using Arabic to teach the four skills was a strategy consistent in all four lessons. The participant thought that it was impractical to use English to teach the four skills. It seemed that this participant would need to watch or observe an effective lesson to change her point of view and to change her practice. Listening was not taught as a skill the students needed to practice. It was only taught when introducing vocabulary, even though she recognized that listening requires the integration of other skills. The participant did not know how to apply the theory of integration to her teaching practices. The accent, which is part of the language, was not considered important, as the participant thought her accent easier for the students to understand when compared to the accent used on the cassette. In addressing writing skills, the participant was unable to match teaching activities to the learning objectives and their assessment in practice. She reflected on the challenge of assessing writing skills including the use of appropriate ideas, grammar, and punctuation.

For Participant Three, the design of teaching activities was developed to match the objectives and the students' levels of knowledge. She reflected on her teaching of speaking, listening, and writing, highlighting the relevance of these skills and thus reflecting a fair amount of pedagogical knowledge considering the participant is a novice teacher.

As for Participant Four, a justification of the sequence of activities was provided to match the objectives. Some instructional aids were suggested to fill in the gap due to time limitations or the individual differences in certain content knowledge by the students. The participant reflected on the integration of skills, particularly listening and speaking.

The results of studying the participants' teaching practices uncovered some of their central beliefs, attitudes, opinions, understandings, and knowledge regarding language and foreign language learning. The content of their reflection, with its different levels, is based on the research of Shulman (1986), who has identified the aforementioned professional knowledge of teachers: content knowledge, pedagogical knowledge, and pedagogical content knowledge. The choice of data analysis depends on these three categories of knowledge and is connected to the assumption that these categories are associated with the three levels of reflection discussed in question number two.

As for Participants Two, Three, and Four, they were more confident in their classroom management. They narrated their experiences and styles with classroom control. For example, Participant Four mentioned her experience working in a refugee camp with 16 year old female students. Participant Two talked about her experience with five male low achiever students who were making noise in the classroom disturbing the teaching atmosphere. Participant Three was happy with her style of classroom management. She greatly depended on the students' interactions and feedback. This correlates with Evans's (2010) findings. Evans (2012), in a longitudinal study, Evans described five foreign language teachers' experiences with classroom management to identify the distinct issues they faced. The data gathered from the five subjects' weekly reflective journals, their observations of other classrooms, responses to a questionnaire, interviews, and observational field notes were analyzed qualitatively using a case study approach. The study found that these foreign language teachers often struggled with issues that were limited to their teaching field. Target language usage and the systemic lack of respect for the study of foreign language were among the issues most commonly cited by these five teachers, and were shown to have an impact on student behavior, motivation, and attitude.

Speaking/grammar was a challenge in teaching in the context of foreign language teaching. Participant One and Participant Two did not perceive grammar as a set of rules that are used to facilitate speaking and communication. Grammar was perceived as a set of rules that needed to be memorized. Due to that understanding, Arabic was used intensively. Research indicated that speaking is the skill most stressed in the field of foreign language teaching and the most difficult skill to develop in the classroom setting (Dakowska, 2005)

Participants Two, Three, and Four were to some extent influenced by their experiences as students/learners. Some experiences with their teachers and their experiences as students were mentioned as examples. This could indicate the importance of the novice teachers having a role model, mentor, or a role practice of teaching.

Participants Two and Three needed a great deal of support in their pedagogical knowledge and pedagogical content knowledge. Pedagogical content knowledge is a main determiner of teaching practice and is fundamental to teachers' curriculum decision-making process in the classroom environment. Shulman (1986, 1987) formally introduced the concept of pedagogical content knowledge, suggesting that teachers must have mastery of both content and pedagogy and know how to combine them appropriately. This is extremely important as the success of the pedagogical content knowledge of the participant more or less simultaneously depends on the previous content knowledge and pedagogical knowledge.

For the Participants One, Two, and Four, the use of Arabic was justified as a way of coping with the difficulty of teaching grammar and facilitating learning in reading, grammar/speaking, listening, and writing lessons. The use of Arabic was decided by the

difficulty of teaching a lesson as is the case in grammar lessons, reading/comprehension lessons, and listening lessons, and to support students' learning in the writing lessons.

Participant One mixed up two concepts: misbehaviors and low achievement (reading/comprehension lesson). The videotape of the lesson shows that the students were trying to talk to each other to find the answers because they were willing to participate. As they did not find suitable support from the teacher, they tried to get it from each other. The participant considered their behavior impolite. In another example, she associated misbehavior with low achievement. This could be attributed to the fact the participant "*was annoyed*" by their behaviors without looking at the broader picture of their interactions or the causes of any lack of discipline, if there any. In addition, classroom management is a concern for novice teachers, it is related to survival in the classroom particularly as it could be perceived by others as a kind of weak "*personal characteristics.*"

The occurrences of these themes come as a response to a question, or as a need for elaboration, providing more details among other contexts during the pre-interviews, post-interviews, and discussions of classroom practices, response journals, and reflective journals.

The research at hand assumes that the strategies used in this study motivated and inspired the participants to think, explore, and consider some issues even though in some cases the results revealed shallow thinking and the lowest level of reflection.

Taking the theoretical backgrounds that the participants mentioned during their reflection into consideration, no reference was made to any theory in EFL. Two of the participants (Three and Four) studied English Language Literature, and Education at the university. The two other participants (One and Two) studied English Language Methods. The absence of themes such as

reflection from the content could indicate a lack of a comprehensive, integrated understanding of language teaching and learning. Participant Three was exceptional; though she did not mention a theory; her practices were justified in reference to the students' learning. They were also aligned with the communicative approach with regard to her focus on the learners' involvement in real communications. The participants (Two and Four) were influenced by teachers they knew as learners. The communicative approach adopted by the curriculum was not comprehended by the two participants.

Considering the categories of the pedagogical content knowledge in teaching the four skills, it was found that most of the themes relating to pedagogical content knowledge and similar topics were mentioned during guided reflection, more specifically, during the discussion of the observation.

The result of the participants' teaching practices was the unveiling of some of their beliefs, attitudes, opinions, understandings, and knowledge regarding language and foreign language learning as well as their perspectives on foreign language learning. The content of participant reflection, with its different levels, was evaluated based on research done by Shulman (1986), who identified the aforementioned factors of teachers' professional knowledge: content knowledge, pedagogical knowledge, and pedagogical content knowledge. The choice of data analysis based on these three categories of knowledge was informed by the conclusion that these categories are associated with the three levels of reflection that were discussed in relation to the second question of the study.

All four participants notably focused their reflection on classroom management. Participant One had a problem with classroom discipline and she often confused misbehavior

and low achievement. It was not clear whether or not her classroom management caused other challenges in the use of pedagogical knowledge and pedagogical content knowledge or if; alternatively, the lack of pedagogical knowledge and pedagogical content knowledge caused her problems in classroom management. Teachers need to control and manage their classrooms in order to create an environment where the teacher can teach and try new teaching practices for the first time. On the other hand, classroom management and discipline require instructional strategies which involve students in classroom activities. Otherwise, the students may feel bored or lose motivation and will try to fill their time with other activities, particularly, though not exclusively, when talking about participant One's 12-year-old students.

Speaking/grammar revealed itself as a challenge in the context of foreign language teaching over the course of this study. Participant One and Participant Two did not perceive grammar as a set of rules that are used to facilitate speaking and communication. Instead, they understood and presented grammar as a set of rules that needed to be memorized. Working with this perception, Arabic was quickly deemed necessary and used intensively by both participants in the speaking/grammar lesson. Further research has indicated that speaking is the skill most stressed in the field of foreign language teaching as well as the "most difficult skill" to develop in the classroom setting (Dakowska, 2005).

In terms of teacher development, the participants' responses revealed the inherent importance for novice teachers to have a role model or a model of teaching practice. Participants Two, Three, and Four were all to some extent influenced by their experiences as students/learners. Some former experiences with their teachers as well as their experiences as students were mentioned while reflecting on teaching techniques. Moreover, the participants reflected on their mentor programs, even if only at level one of reflection. It is clear that the

participants were open to communication about their teaching. These results indicate the benefits which would arise for teacher development with the establishment of a supportive mentor program.

Participants Two and Three needed extensive support in accessing and acknowledging their pedagogical knowledge and pedagogical content knowledge. Pedagogical content knowledge is a main factor in teaching practice and is fundamental to teachers' decision-making processes in the classroom environment, especially when related to the curriculum. Shulman (1986, 1986) formally hypothesized the concept of pedagogical content knowledge, suggesting that teachers must have mastery of both content and pedagogy and know how to combine them appropriately. This is extremely important; as the success of the individual's pedagogical content knowledge more or less simultaneously depends on her previous content knowledge and pedagogical knowledge.

For three participants One, Two, and Four, using the native language in teaching English as a foreign language found dominant issue in the reading, grammar/speaking, listening, and writing lessons. The use of Arabic was justified as a way of coping with the difficulty of teaching grammar and to facilitate learning in both reading/comprehension lessons and listening lessons, and explained as a method used to support students learning in the writing lessons. Participant Three, avoided the use of the native language in her EFL classroom, although reflection with the facilitator helped her to brainstorm situations in which Arabic could be used as an exception.

Participant One repeatedly confused misbehaviors and low achievement (particularly in the reading/comprehension lesson). Although the participant has difficulties with these two

concepts, continued reflective practice with the help of a mentor could help to remedy her misunderstanding.

The focus on various pedagogical themes came most frequently in response to a question, from a need for elaboration, or in providing more details among other contexts during the pre-interviews, post-interviews, discussions of classroom practices, response journals, and reflective journals. The research at hand assumes that the strategies used in this research study motivated and inspired participants to think, explore, and consider some issues in teaching, even though in some cases the results revealed themselves as shallow thinking and the respective reflection and the resulted reflection both remained at the lowest level possible.

The findings show that the participants' reflection centered on classroom management, learning, individual differences, teaching the four skills/competencies, student motivation, and instructional design. These results are relevant to Valli's (1993) study, which found that the content of the beginning teachers' reflection typically centers on "teaching-learning practices" such as instruction, individual differences, learning, motivation, effective teaching behaviors, and classroom management.

Taking the theoretical backgrounds mentioned during participant reflection into consideration, no reference was made to any theory in EFL. Two of the participants (Three and Four) studied education at the university level. The other participants (One and Two) studied English Language Methods. Noting their background, the absence of such themes from their reflection content could indicate a lack of comprehension and integrated understanding of language teaching and learning theories. Participant Three was exceptional in this regard, even though she did not mention a theory, because her practices were frequently justified in reference

to student learning. In fact, her practices were also aligned with the communicative approach with regard to her focus on the learners' involvement in real communications. The participants (Two and Four) reported that they were influenced by their own teachers from memories of when they were learners. The communicative approach adopted by the curriculum was neither comprehended nor implemented by these two participants. Teachers should be aware of the approach adopted by the curriculum they teach and given frequent opportunities to reflect on this in reference to their practices and student learning. Such reflection promotes teachers' thinking about the logic that underlines each of their practices and helps them make connections between the components of their teaching practices.

Considering English as a language including culture and accent, Participant One considered the recorded audios difficult because they were recorded by native speakers. Participant Two considered the audio difficult because they portrayed the British accent³⁷ without considering whether the accent used in the United States of America would be easier or not. However, for Participant Three, teaching the accent was important. She mentioned the case of parents coming to her schools requiring first graders to learn the American accent. Taking into consideration the fact that Participant Three teaches in a private school³⁸ in Ramallah³⁹ city where more than half of the city's inhabitants⁴⁰ have relatives in the United States of America, the participant focused on teaching the American accent. EFL novice teachers should be

³⁷ The Ministry of Education encourages teaching the British accents. However, private schools and well-known universities like Birzeit University teach mainly the accent used in the United States of America by employing American instructors and adopting American curricula.

³⁸ The total number of private schools in Ramallah city is more than the total number of public and UNRWA schools.

³⁹ There are a considerable number of native English speakers in the Palestinian schools mainly in cities like Ramallah and Bethlehem. Due to their lack of fluency in modern standard Arabic used in public and UNRWA schools, they enroll in private schools.

⁴⁰ There is a large Palestinian community in the United States of America that still maintains relations with relatives in the West Bank. Many members of this community send their children at a certain age to study in the Palestinian territories to introduce them to their homeland and Palestinian culture.

educated to reflect on their teaching of the culture, including the accent, because teaching English as a means of communication entails teaching both the accent and the culture.

Considering the categories of pedagogical content knowledge in teaching the four skills, most of the themes related to pedagogical content knowledge were mentioned during guided reflection, particularly during the discussion of the classroom observations. Thus, guided reflection explicitly helped the participants reflect on their pedagogical content knowledge, relating their pedagogical knowledge to teaching English as a foreign language. With the help of the facilitator's pointed questions, the participants were able to increase their pedagogical content knowledge and show promise for future teacher development.

Chapter VI

6. Recommendations

This section aims to consider the conditions that could promote reflective practices among novice teachers in the context of EFL teaching after examining the results of this study. The focus, as was clarified through the discussion of the first three questions, was placed on three main axes: the concept of reflective practice as perceived by the participants in the context of Palestinian schools, the context and the levels of reflection demonstrated by the participants, and the content of their reflective practices.

These three main axes display a clear image of the potential reflective strategy that could be adopted by professional development programs in Palestine specifically and in other Arab countries in similar educational contexts. The concept of reflective practices as perceived by EFL novice teachers helps teacher educators focus on the concept of reflection as a potential instrument for development that can be used by novice teachers themselves during their daily practices. The framework for varying contexts for reflection that could lead novice teachers to practice different levels of reflection is a valuable addition to the understanding of a guided organized structure for reflection which has the potential to be utilized by and for EFL novice teachers. The content of reflective practices can therefore be used to serve three main purposes: developing training material, developing a reflective framework, and establishing an in-depth understanding of the challenges encountered by EFL novice teachers in Palestinian schools. Furthermore, such elaboration on or comparison of reflective practices in novice teachers could be extended to develop an overarching understanding of the pedagogical content knowledge acquired by these novice teachers during the first few months of their teaching career. Training

materials and supervision techniques could be designed to meet the development of that pedagogical content knowledge in the context of EFL.

6.1 The First Axis: The Perception of Reflection Practice

There is a sense of inconvenience and embarrassment when one is asked to reflect on one's own shortages, failures, or troubles. A good strategy for discussing shortages, failures, and troubles in the context of problem solving and professional development could help individuals overcome such feelings of inconvenience. Such a strategy should take into consideration attitudes to and perceptions of the need for self-development in a given community or profession by considering the failures and successes in a community of practice.

Reflection should be introduced as a need and not as an 'accessory,' since its importance is paramount to teacher development. Dewey (1933) warned about novice teachers starting their career before they develop the "habit of reflection," as they could be further influenced by standing practices, weakening their potential for reflection and even encouraging mindless imitation. Teachers in such a situation might adopt practices just because they witnessed colleagues or other teachers or because they remember their own teachers using such practices.

Novice teachers often do not know how to think about their teaching in a "productive way," as they remain at the level of "reporting" (Leonard & Gleeson, 1999). Therefore, reflection as well as reflective practices, including their definitions, strategies, and benefits, should be introduced and discussed with novice teachers as lifelong learning requirements and as instruments for short-term and long-term professional problem solving in the context of teaching English language.

Supervision and mentoring programs should build their procedures while taking reflective practices into consideration, including training for teachers on how to use reflective strategies to develop their practices in schools. This requires a significant change in the role of the supervisors and the tools used by the supervisors when visiting novice English teachers at schools. The supervision system should support novice teachers in finding the weaknesses and strengths in their teaching practices by helping them to reflect in an environment which is safe and supportive of their teaching practices, curriculum, students' learning, and the school environment. Novice teachers should be given a variety of "structured opportunities" to reflect, sufficient time to do so (Wolf, et al., 2000), and safety as well as a variety of opportunities to reflect with others.

6.2 The Second Axis: The Levels of Reflection

The moment teachers understand that reflection is an overall strategy for personal development, they will consider learning from their own practice and aspire to a higher level of knowledge in any step they take in order to further their reflective practices. They will consider each step a learning phase and learn that they need to question, test, and validate their experiences; they may also later subject their ideas and techniques to questioning or reflection when encountered with a new or challenging situation. The supervisor of a reflective teacher could provide support, resources, theoretical considerations, and a community of practice to enhance or redirect the development of the novice teacher's knowledge and skills based on her individual situation.

Even though the participants in this research study reflected at the descriptive level, the content of the description and the addition of logic in explaining actions are important to move to higher levels. Thus, novice teachers should learn how to describe a practice or an incident from

their classrooms. Such in-depth description of individual practices by the teacher herself presents a significant challenge and therefore the first important step towards the development of the teacher's reflective practice. In addition, teachers, as this research study found, could remain at level ONE or level TWO but provide a logical description and understanding of the elements of incident at hand.

It is not easy for a novice teacher to focus on the main factors in an incident or teaching practice. However, this is critical. The questions and discussions experienced in the classroom have the potential to direct the teachers towards problem solving and towards suggesting alternative practices or consulting references or colleagues. The results of Question II showed the importance of problem spotting and describing practices in reflection, as this description can often be a "stimulating factor" for reflection (Grimmett, 1988). This ability could lead teachers to reach higher levels of reflection which, in turn, results in more practical learning that can improve teaching practices. Another significant aspect is that the levels of reflection achieved by novice teachers are important, however, the levels of reflection should not be seen as "hierarchical" or "consecutive" steps (Zeichner, 1994). This means that the teachers should not start with the first level and then intentionally move to the second level before reaching the third level, but should instead reflect in their own way and achieve whichever level possible in the given situation.

A structured opportunity to reflect, time, and safety are all important elements for developing reflective practice in novice teachers. Reflecting with others in the profession through conversations, discussions, and reflective writing as well as assuring variety in the types of structured opportunities for reflection are methods supportive of novice English teachers.

All levels of reflection should be appreciated and encouraged if the novice teacher has considered the most important factors in the incident or the practice. Starting from the input provided by the novice teacher, the supervisor should guide the discussion and the reflection towards the main elements of the lesson being discussed and towards problem solving. Integrating and encouraging each level of reflection does not present any further problems for systems offering new contexts for reflection in novice teachers and only represents one aspect of the reflective practice needed to best guide teacher development.

6.3 The Third Axis: The Content of Reflection

The questions asked in order to explore the novice teachers' concerns, interests, and challenges should be varied enough to shed light on their knowledge and skills, including the three types of knowledge. The knowledge base including all the three types of knowledge—content knowledge, pedagogical knowledge, and pedagogical content knowledge—is comprehensive and leads, if successfully developed, to pedagogical content knowledge that helps teachers deal with their classroom challenges and the difficulties students face while learning English as a foreign language. Such pedagogical content knowledge requires practice and support from other colleagues in the school context, including the head teacher and other teachers teaching the same subject matter. Thus, pedagogical content knowledge should be tested by and reflected upon with the teachers themselves and their practical knowledge should then be based on the results they obtain under supervision by a facilitator or a supervisor.

Novice teachers should be supported in their analysis of their content knowledge and encouraged in recognizing the importance of overview of the entire curriculum's objectives and goals. There is also a need to help teachers analyze the content of the curriculum and have the opportunity to connect their teaching experiences to the curriculum. This will help them meet the

needs of their students as well as develop the pedagogical content knowledge. Such practices help them in discovering the proper use of their pedagogical content knowledge.

Another important factor in the content of novice teachers' reflection is the support of novice English teachers in developing their pedagogical knowledge in both the learning and the teaching domain. These teachers need to be equipped with knowledge that will help them understand their students and their students' learning styles. Novice teachers need to develop and understand instructional strategies used to create powerful learning experiences, design assessments that will inform their teaching practice, and developed habits of reflection. Those issues should be included in novice teacher education with focus on novice teachers' skills and capacities to reflect on those issues during their teaching practices. Li (2008) suggested components of the reflective experience that seem critical to enhancing teachers' professional knowledge: concrete examples of how a vision of good teaching relates to their students and their circumstances; a process for grounding the abstractions from the concrete examples in the daily classroom life; conditions for professional dialogue to facilitate a supportive and encouraging environment for them taking on the challenge of implementing a new practice; and the knowledge to empower teachers' autonomy in judging their choice of pedagogy is an essential component. This research study adopts the use of the same components of the reflective experience in novice teacher education and development programs.

The use of discussion is critical in further understanding the content of reflection. This is one of the major reasons that supervisors as colleagues or mentors are so valuable in developing the reflective practice of novice teachers. Both the discussion and the reflection process promote problem-solving and dialogical thinking and result in teachers widening their perspective from

the contextual particulars of their local school to a more systematic awareness of their curricular actions (Fazio, 2009).

Adequate pedagogical knowledge helps in overcoming the problems hindering students' learning of a given lesson or the achievement of the curriculum's objectives. Novice teachers face difficulties in managing instructional activities including preparation, management, classroom control, assessment, and evaluation. This study suggests the importance of pedagogical knowledge for EFL novice teachers. Although the above-mentioned topics are usually covered in teachers' development programs, they are not monitored in practice with the intention to help novice teachers transfer theory into practice. This study suggests the adaptation of reflective practices to empower teachers in their application of their pedagogical knowledge. Resources could be provided by the Ministry of Education or the schools with clear instructions and guidance on how to use them in real classroom settings. In addition, supervisors should dedicate time so that they can listen to concerns about the application of pedagogical knowledge and provide support.

Other significant findings of this research study are the demonstration of the need to integrate culture into English language teaching, including its accent, its people's heritage, and history in teaching (and learning) EFL. EFL novice teachers should be trained to be culturally aware of English as a language of cross-cultural communication that entails different cultures. Authentic material should be integrated into the English curriculum, including audio materials. As soon as EFL teachers recognize that teaching English is teaching for communication that entails cultural items, skills/competences as well as content of various genre in English language, their pedagogical content knowledge will be developed to match their contexts and students putting them at a solid start in their teaching profession.

Chapter VII

7.1 Conclusion

This research study examined three questions: How do the participants perceive and understand the concept of reflection? In which contexts do the participants engage in reflective practice? And what are the main themes the participants reflect on?

The results of the first question reveal that reflection as a professional practice was introduced to the participants by this study. The participants had no real professional experience with reflection as a practice for teacher development and lifelong learning. The participants highlighted their ability to reflect based on their personal beliefs, not on educational theories. They learned some features of reflection from practice, comparison, conversations with others in the profession (including the researcher), encountering challenges during lessons, and facing problems with students' learning. Classroom management and student behavior, factors related to student learning, the teacher's own mistakes, and methods of presenting the material are examples of specific factors one or more of the participants reported reflecting on. All of the participants reported a lack of both opportunities for reflection and engagement in peer dialogue and even a lack of time for reflective planning. Nevertheless, at least three explicit factors motivated one or more of the participants to reflect on their practices: finding justifications for practice modifications, teaching the same concept and/or language skill for the second time, and assessment of the students' learning. This proves promising for the further support of reflection techniques in novice teachers' professional development.

The results of the second question show that the pre-interviews and the post-interviews were the first two opportunities for the supervisor to offer a space for reflection. The discussion

provided a context for guided reflection in which each participant, guided by the researcher, discussed and talked about many aspects of the lesson including, but not limited to, objectives, instructional activities, and assessment. In addition to the fact that they offered a written context for reflection, response journals were an opportunity to reflect on aspects of the classroom session that were not fully addressed during the discussion. However, the reflective journal was a semi-independent experience where the participants reflected independently, responding to questions provided by the researcher. The participants reflected in different contexts. Consequently, the level of reflections was influenced by the context of the tasks that were set for each participant.

The findings of the third question illustrate that each participant individually demonstrated reflection centered on classroom management, discipline, learning, individual differences, the challenges of the integration of the four skills/competencies, student motivation, and instructional design. Considering the categories of pedagogical content knowledge required for teaching the four skills, most of the themes relating to pedagogical content knowledge were mentioned by the participants during guided reflection. The results of the third question uncover some of the participants' beliefs, attitudes, opinions, understandings, and knowledge regarding teaching English as a foreign language as well as their perspectives on foreign language learning. In addition, the results show the need to support novice teachers in the application of the three types of knowledge. Pedagogical knowledge served as "survival" knowledge for novice EFL teachers. However, content knowledge of EFL is necessary to link classroom activities to curriculum plans with particular focus on content analysis. In this study, and presumably in general, the novice EFL teachers' pedagogical content knowledge requires support and guidance to meet the curriculum, the students' learning needs, and the individual school settings.

This dissertation introduced verbal and written reflective practices relevant to classroom settings in the Palestinian EFL context. It used interviews, journals, and discussions in investigating teaching practices before, during, and after classroom sessions. It emphasized the role of guided reflection in EFL novice teacher development. The combination of these instruments and the different stages of time used for these reflective practices in terms of content, contexts, types of knowledge, and themes in a practical manner provides distinct and outstanding proposal for future novice EFL teacher development. This allows the novice teacher to explore and reflect on her own practices and reflectively consider the challenges and problems she experiences. The operationalization of reflection practice lays the groundwork for the introduction of (guided) reflective practice in teacher development. This study thus helps teacher educators set priorities for educating and guiding EFL novice teachers during the first year based on the input of novice teachers, priorities which can be implemented not only in Palestine but in other countries as well. However, the study revealed that more time is needed for reflection and the introduction of reflective practice, suggesting the integration of reflection in teacher development programs.

Further research can duplicate the findings of this study, either with a focus on the motives and attitudes that make novice teachers change or modify their practices in the school setting, or a focus on the types of knowledge that require direct guidance and the types the novice can develop on her own. This could help in developing a framework like that suggested in this research study, taking into consideration the time limitations and the particularities of each school setting. This research study also suggests that future research examine its three main questions in a longitudinal study during the first year of teaching. Such longitudinal investigation would allow a more detailed understanding of the significance of reflection, and of guided

reflection in particular, and could more precisely indicate the amount of intervention needed during the first year of teaching.

This research study is qualitative study which imposed methodological considerations⁴¹ on generalizing the results. The study's four participants allowed the researcher to focus on the types of knowledge and the levels of reflection elicited from different contexts. Many research designs were reviewed in developing a practical design that could be implemented in a school setting without imposing a great burden on the novice teachers or the school administration, making the experience enjoyable and useful.

In conclusion, reflective practice as a hands-on 'survival kit' for a novice teacher is desirable because such reflective practices promote the development of teachers' understanding of teaching and learning experiences of the four competences in the context of EFL. This research study, in answering its three main questions with the data collected from the four participants, found that three axes of reflective practice must be fostered and developed in novice teachers in order to provide a basis for lifelong teacher development. The lesson learned from the novice teachers in Palestinian schools during this research study was that the three axes - perception of reflective practice, levels of reflective practice, and content of reflection on the content, pedagogical, and pedagogical content levels - are all necessary in developing this "survival kit" for novice teachers.

This survival kit should offer support for novice EFL during the first few months of teaching. The main task of such a survival kit should pave the way for lifelong learning by helping novice teachers focus on main elements and restructure the "chaotic" world encountered

⁴¹ Detailed in Chapter III, p.60-61

in teaching one or more of the four skills/competences. The focus on three elements of a lesson: the objectives, the instructional activities, and the assessment within a structured reflective framework were useful in helping EFL teachers to reflect on their practices. Many issues have emerged during the discussion of those three elements. However, all of them were employed to direct EFL novice teachers towards a focus on those elements. The exploration of EFL novice teachers' knowledge has further helped in discovering cases in which teachers can learn to focus using both problem solving and action research approaches in a reflective manner.

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7.3 Appendix A: Informed Consent Form⁴²

Title of Study:

Reflection in Palestinian Novice English Teacher Development: Future Perspective

Anonymity and Confidentiality

Information gathered in this research study will be used only for the project by the researcher as stated above. All information collected in the forms of interviews and transcripts, journals, and group discussion will be destroyed after completion of the research project. The audio records and videotapes will be destroyed too at the end of the project.

Freedom to Withdraw

You are free to withdraw from this research study at any time. You can refuse to answer any question posed to you in the interview. Your signature below means that you have read this form and agree to participate.

Asma Asfour

Signature of participant:

⁴² Adopted from Pedro, 2001, 185, with modifications.

7.4 Appendix B: The Semi-Structured Interview⁴³

1. What was your undergraduate degree?
2. What do you understand by the term reflection?
3. What do you understand by the term reflective practice applied to teaching?
4. When was the first time you heard the term reflection?
5. Do you consider yourself a reflective person?
6. Can you give me an example of your reflective practices?
7. Have any courses helped you to reflect?
8. Can you give me some specific ways that you reflected in a particular experience?
9. How did you use these reflections?
10. Have you any one who helps you to reflect on your practice?
11. Can you tell me if the supervisor helped you to reflect on your practice?
12. What are some of the activities you reflect on in the classroom?

⁴³ Adopted from Pedro, 2001, 187-188, with modifications.

7.5 Appendix C: The Responses

7.5.1 Question Number One

Participant One

The following shows Participant One's response to the five-sub-themes interrelated to reflection.

The concept of reflection

The participant thought that reflection entailed thinking deeply about "something."

She defined reflection as:

Thinking about something. Studying your mind [ideas]. Trying to figure out something. To be familiar with something. [It could be studying something from its various facets, or deep thinking about something.

The concept of reflective practice

The participant perceived reflective practice as anticipations of problems that might happen in the classroom. She defined reflective practices as a multi-sided process:

Considering teaching not only as a job or a profession but also as a multi-sided process which needs more than only skills or abilities. [...] Perhaps it also means that one should imagine oneself behaving as a teacher and see what she wants to do and what she does not want to do.

For her, this multi-sided process includes conceptual planning:

In some lessons, I imagined myself using a [specific method] to present that lesson. I expected problems I might face, took other choices that I could possibly need into account [to be prepared for such problems] depending on the response of the students... I think, all the time, about everything I do or say. I think it's good to imagine any situation before it happens.

Factors that made the participant change/modify teaching practices

The participant did not think that the courses at university helped her to develop a concept of reflection:

I do not think that the university courses helped me to promote reflective practices.

In addition, the comments and feedback that were given by the supervisor were not a major or a driving factor in reflection:

R: Can you tell me if the supervisor helped you to reflect on your practice?

P: Not exactly, but I think his feedback could be a motivation for me to do my best.

Examples of reflective practice

The participant thought that the comparing the lesson plan with teaching practices before implementation is a sort of reflection.

I imagine standing here, teaching students. Myself as a teacher. I behave like a teacher. Acting like a teacher.then I think about all things.

Starting the lesson with an activity to attract students and break the routine instead of starting the lesson directly was another example given by the participant.

I will give you an example of when I reflected about my teaching. First of all, I used to enter the classroom and I directly start writing on the chalkboard and then I started to think: I need to enter the classroom and do something else. The next day I entered the sixth grade classroom and I started my lesson telling my students some jokes to prepare them for the lesson.

The third example given by the participant was her evaluation of behaviors used in the classroom to deal with students' behaviors.

[I think about] how to deal with students, how to earn their friendship, finding the best way to present the material, and avoiding mistakes that I have committed in the past.

The fourth example given by the participant is the criticism of one's own practices as a teacher as a method for improvement.

Criticizing myself as a teacher, and why I did this and why I did not do that [is something I consider to be a reflective practice]. Each time I try to better my practices.

The role of others in the profession in promoting reflective practice

The participant wrote the comments provided by the supervisor during discussion to be later implemented by the participant.

I sat like a little child listening to her father. I was listening to him. I knew what he was going to say. And my duty was to listen to him and take notes. [...] I expected it [the feedback he gave]. I was writing his notes. I care about making myself better.

The participant said that she listened to the supervisor's feedback without discussion and she considered using the supervisor's notes for practice improvement and avoidance of mistakes in the future:

I think his comments could be a motivation for me to do my best.

Participant Two

The following shows the responses of Participant Two to the five-sub-themes interrelated to reflection.

The concept of reflection

The participant perceived reflection as the act of thinking deeply about “something.” She defined reflection as:

Reflection is to reflect on something and to think deeply about it.

Reflective practice

This participant thought that reflective practice implies the process of comparison of the teacher’s plan to what was actually achieved in the classroom. According to this participant, reflective practice includes changes in future plans and study of the situation to understand why learning did not happen as planned.

OK. [Reflective practice is then] comparing what I wanted to do to what I really did. Did something affect what I had planned or what I wanted to explain to the students when they did not understand it 100%? [] [Reflective practice is] the outcome of your [one’s own] work. The reaction to your work. [This includes situations when,] after I explained something[...] the students thought deeply about it.

Factors that made the participant change/modify practices

The participant reported that experience in the classroom was a factor that made her reflect.

For example, I taught one and a half pages in a section and [after that] I taught two pages in the other section and learning was faster and better in the second section. In the first section I tried [experimented with teaching strategies]; in the other section I knew how to teach the ideas.

The participant added that practice/experience, such as mentioned in her experience covering more material after becoming comfortable with teaching methods, was a factor for change.

I started to evaluate myself. Because I am a beginning teacher, for example, I taught unit seven in two sections, [and] I taught it differently for the second section. My performance in the second section was better. [I think this was] because things were practical and familiar to me.

In addition, the students’ interactions and responses as well as having a “favorable model” were also motivation for reflection.

When I was a student, our class was divided into two sections. Our teacher was good; the teacher of the other section was bad as a teacher. Our section was good at English but the other section was very bad. I have respect to my teacher even now. I would like to be like him. The students’ participation and their social contact with me as a teacher is a sign that they like me as a teacher and like the subject matter too.

Some examples of reflective practice

The participant gave several examples of her reflective practices. She considered thinking of how and when certain questions should be asked as examples of these reflective practices.

[In one of my classes,] a student raised his hand and he answered many questions [without being called upon to do so]. And then I asked myself, why did I not make him answer? I had told them [this particular class] that I do not want them to make noise when they raise their hands. Then I asked myself why I forgot that this time [and realized it was] because I did not want to upset him.

Another example this participant gave is of the introduction to the lesson used (warm up activity) instead of starting the lesson directly.

I am a beginning teacher. I should think about what I am doing. For example, when I start my classes I used to start with the lesson directly, and then I asked myself why I do not use an introduction. I must reconsider how I do things.

The role of head teacher/supervisor in promoting reflective practice

The participant was not visited by a supervisor. However, she was visited by her two head teachers as she was teaching in two schools and she remembered one comment given by the two head teachers, one of them was also a former English teacher.

R: Have you been supervised by a supervisor?

P: Not yet. The head teachers in both schools supervised me. I was really afraid when the [one] head teacher came because his major is English too and if I make a mistake he thinks that I do this all the time. After the classroom session, I told the head teacher that things were not as he wanted but if he asked the students they would have said they were happy with my way [methods]. I did make a mistake by not arranging the chalkboard. They [both the two head teachers] told me to better arrange the information on the chalkboard.

Other colleagues, mostly teachers teaching the same subject matter at the schools, helped the participant in dealing with her teaching difficulties and managerial tasks.

R: Do you have anyone in the school that encouraged you to reflect on your practice?

P: Yes. Some teachers.

R: How?

P: I told a teacher I [presented a topic] so and so [...] and I asked him how I could introduce a certain topic. He told me how he taught it and exactly what I needed to do. I observed other teachers’ practices and then I compared their practices to my own practices.

Participant Three

The following illustrates the responses given by Participant Three when asked about the five-sub-themes interrelated to reflection.

The concept of reflection

The participant defined reflection as opening horizons for new ideas and thinking:

It is a very wide world for me. I am a reader. The word reflection means broadening horizons in every possible aspect. When I teach a student, I like to open [help to broaden] horizons [prospects for students]. I have no problem when a student asks me anything from the material or outside the [spectrum of the] material [and I do my best] to answer him even if I have no time. I try to invest up to five minutes to answer [such questions]; if I couldn't do this during class I do it after the class.

The concept of reflective practice

The participant defined reflective practice as thinking about how to solve challenges encountered in teaching objectives particular to specific students:

I can say [that reflective practice] is what I teach and how those techniques [I use to teach] can open horizons for my students. For me as a teacher, I realize the extent to which I succeeded in this matter. [] It [reflection] has consequences. For example, when I taught the grammar rules of the use of "this is" and "these are," I faced a great challenge in knowing how much information would be delivered to the students. Actually, when I entered the classroom and I started explaining, most of the students got the idea but a few of them did not understand. I had the possibility of ignoring them, but no [--that was not an option] for me; I am concerned about how much information was understood [by each of the students]. How much students benefited from the lesson. []It [reflective practice] is [a means for] trying to find a way in which the student can understand the information. [...]. A group of students understood by explaining [the concept in] this way, and I started to recall how I understood things when I was a kid. When a teacher explained something in a different way I often understood. So, I [decided that I] should deal with the student in the same way. Sometimes, the low achievers, or even the good students, understand concepts better when you explain things to them in a different way.

Factors that made the participant change/modify practices

The participant changed her practice based on the feedback received from students' interaction and enjoyment of classroom activities:

When I have time, I always depend on the students' reactions, and the outcomes of the students' performance. Automatically, I started to think about [teaching in] other ways. And when I have time at home and at school, I have many things to do, I do not have much time. I teach three sections of the first grade and one section of kindergarten students. I have fewer than ten free classes a week [...] From class to class, I change my practices depending on what [time] is available to me [to reflect and develop new ideas]. But if it [the time between classes] goes from day to day, I change [more] and I prepare more things.

Examples of reflective practice

The participant gave examples of her own reflective practice. Those examples are considering individual differences and learning styles as well as learning from experience and linking learning to "real life" situations.

I taught a student who did not understand a grammar item; conditional sentences mainly type three. You know type three is so difficult. It was clear that the student was a good student. I started to give him examples from real life; sentences related to reality. I noted that when I explained simple present tense, he started to connect things to reality. So I realized that this was his learning style and means for understanding things [grammatical concepts]. So I also explained conditional clauses based on real actions and examples. It was easy to know the rules but it was difficult to apply these rules. When I started to combine the rules with the examples that I presented to him, he was able to recognize and understand what one should use and in which situations. Honestly, he had studied that [concept] before, but the teachers usually teach students using the traditional way. The traditional way is very difficult when it comes to teaching conditional sentences. Then, the student was able to solve all the sentence activities about conditional clauses. Some students, by nature, have a little bit of smartness. But as a teacher, I need to find a way [to find this in every student]. A teacher should not judge those students [who do not understand] as stupid and she should not judge herself as one who cannot teach. The teacher should try to change and try to modify her practices. After a while, the teacher will know that she is right. The teacher should deal with students as individual cases, [each with] different minds and styles. Every student receives the information in a certain way.

The participant changed her teaching practices to match students' learning styles and meet their learning needs.

Yes, my way of teaching grammar is completely different compared to my teaching [methods] when I started as a teacher. A student may forget the rule [in the lesson I am teaching,] but she remembers the way she learned it. The nice thing I discovered and which I can maybe change in the future is linking reality to [my practice of] teaching grammar.

The participant gave a further example of overcoming students' fear, this time of standing in front of the class for presentations in English. She recounted the situation.

When I taught teenagers who had problems with vocabulary or grammar or especially presentation, I used to relate things to reality. They had fears about presentation. I started them with simple steps, like introducing oneself. Eventually, they could speak in a nice way using correct grammar without fear.

The role of others in the profession in reflective practice

The participant identified the foreign language instructors in universities as those who encouraged her, because these instructors focused on examples from reality. More specifically:

A course was titled creative writing. Creative writing makes you reflect, you need to write sentences and give details. This keeps your mind busy all the time. We were constantly asking ourselves, is this question a nice question, is this technique helpful? Sometimes I say [to myself that] the way I teach is so difficult, [which leads me to think that] I should teach using another approach.

She then mentioned another source of reflective practice.

I would say [that] literature [...] when taught by foreign teachers [is a source of reflective practice]. An Arabic teacher does not give you a space to reflect, she only gives you space to receive information. The foreign language teacher, even if you are not right, listens to you. She tries to convince you that your idea is wrong by giving correct examples from reality. I do not know [why this discrepancy exists between teaching Arabic and teaching foreign languages]. This is perhaps the culture or a way of teaching [which is hard to abandon]. Foreign language teachers have a way of asking you [the student] and then asking again until they receive a [grammatically] correct answer.

This participant received positive feedback from her head teacher and thought it was obligatory to consider the comments of the head teacher”

Yes. He [the head teacher] said excellent and that was all [the feedback I received]. He said it was okay that I used flashcards for teaching vocabulary.

Participant Four

The following shows the responses of Participant Four to questions on the five-sub-themes interrelated to reflection.

The concept of reflection

This participant defined reflection as a kind of feedback and a way of thinking about past practices as a method to find the right action for future teaching scenarios.

R: What do you understand when you think of the term reflection?

P: Feedback.

R: Please elaborate.

P: And it is a way of finding the truth [about the effectiveness of teaching practices].

The concept of reflective practice

This participant defined reflective practice as a moment of thinking about the entire process of teaching after active teaching practice. She understands this practice as a means for identifying specific personality traits and techniques in teaching that are ineffective as well as those which are effective. She explained her understanding of reflective practice.

I think as I understand from your project, you teach and then you stop for a minute and think about the whole process of teaching. [...] It [reflective practice] is a way of finding both the good and the weak aspects of your personality as a teacher and [those positive and negative aspects] of the [current] process of teaching/learning in general.

Factors that made the participant change/modify practices

The participant considered the feedback given by her students to a given lesson as well as teaching method as factors that motivated her to reflect. She first said of herself:

I believe I'm a reflective person. I continuously look for feedback. [...] Even at the personal level, I continuously think about what I do.

When prompted, she added details about modifications she has made to her teaching practices.

R: What about some practices that you utilize while teaching? [...] Have you ever changed some of your practices as a result of your reflection?

P: Hmm... let me think... I started using games at the beginning of each class. [] Also [I introduced] group work, [...] students seem to enjoy it.

R: How did you come to use games?

P: I actually do not know, [...] it [the idea that I could use them as a teaching tool] just came to mind. [...] I love to have fun, so I thought that I could use games as ice breakers, [and then asked myself] why not use games to review the words the students study during the course.

In addition, the participant explained that her teaching practice is a motivation to change her techniques and to bridge the gap between the practice and the theory.

We were all students [once] and I had always argued that we could use a better way of dealing with the students [than the traditional methods I had experienced]. But when you come into [your own teaching] practice, it's like a big hole that you fall right into [...] There is a great difference between theory and practice. [...] I remember myself [as a student] and I laugh.

She added about the differences she perceived between theory and practice.

I did not think for a minute that students would be like this. [...] I mean the students in this refugees camp schools in particular. [...] I always thought that students are almost like angels [...] but they are far from that. I can tell you [...]. In a course [at the university], we studied the low achievers specifically. [...] But I thought that they would make up a

total of 3-6 students in each class and now, as a teacher, I'm shocked. [...] I do not know if it is the same situation [of such a high concentration of low achievers] in all schools or if it is just in this school.

The participant, moving past her surprise at the quantity of perceived low achievers in her classroom, said that the outcomes of her instruction are a factor which makes her reflect on her teaching.

I reflect by looking at the objectives at the end of each class.

Self-guided research, at least in the form of reading books and articles on teaching, was an additional factor that motivated her to reflect.

Sometimes I read books. I downloaded some books that discuss teaching using puzzles and games. [...] Sometimes I go on the internet and see what's new in the field of education [...] and this is another way to reflect on my teaching [...]. Does it make a positive difference? I ask myself [this frequently].

Some examples of own reflective practice

The participant gave various examples of reflection. One example was on how her reflection on teaching the wh-words how, when, and why using games and group work.

In general, [I get feedback/a reaction] from the students [...] I can see that [they have understood something] in their eyes. I look into their eyes and I know if they really understand [the concept I have introduced] or not.

The participant mentioned two specific classroom activities that she has reflected on.

R: What are some of the activities you reflect on in the classroom?

P: I would say two of them [...] using games [...] and group work. [...] Sometimes group work simply does not work. [...] Students forget the task and start talking [...] I get frustrated a lot by this, and that is why I minimized my use of group work until I can find a better way to make sure it will help or serve the goal I'm trying to achieve. [...] Sometimes I use games, but then the students start talking in Arabic [...] that's one [of the] problem[s] I face [...]

The role of others in the profession in reflective practice

The participant reported that she benefited from a course at the university in terms of her own reflective practice. She named one particular experience that she strongly associated with reflective practice. It was observe other teachers' practices in the classroom.

[...] Before going into practical training, we went to a school and we were instructed to observe the teachers [...] This gave me the opportunity to reflect on other teachers' practices and to pay attention to some points [that I would like to include or address] when I become a teacher.

However, this participant did not give much attention to other colleagues' comments and hints, since she believes that she learns what she needs to in order to improve her practice as a teacher directly from her students and from her own experiences. Nevertheless, she explained that her reflection on other teachers' work helped her:

One of the things I learned from the reflections I did on other teachers was to never neglect any student and say that she has no hope of becoming better or that she does not care about herself so why should I care [...] sometimes the students seem not to care but I'm sure there is something that they are busy with that's keeping them occupied and causing them to look like they do not care.

The participant had not been visited by a supervisor at that time and she was therefore trying to find other resources to provide her with feedback about her reflection.

R: Can you tell me if the supervisor or the head teacher helped you to reflect on your practice?

P: [No.] That's why I talk to my students outside of the classroom and try to figure out what they are all about [...] No one came to observe my classes other than the head teacher herself [...] my colleague, whom you met today, was supposed to come and observe one of my classes, but unfortunately, she did not have enough time to do that.

Other colleagues had, in fact, given her some instructions; she said that she ignored those informal instructions, explaining:

When I first came to this school [...] as a beginning teacher, all the teachers started to give me instructions including do's and don'ts [...]. I did not really pay a lot of attention to that [feedback] because I have my own point of view of what a teacher should be like [...]. So when I first met the students [...] I made sure I asked about their interests [...]. Like I told you [earlier] today, students like internet. Why not? [...] [So] then I started to bring my laptop with me [...] and I started using flash cards [...] so that the students can see the picture and better understand the content [...]. After doing so, I asked for my students' feedback [...] they loved it and they really enjoyed it [...]. I am a self-motivated person that is why I always look for reflection.

7.5.2 Question Number Two

Participant One

Reading /Comprehension

Pre-interview

The participant remained at level 1 of reflectivity in her pre-interview while describing the lesson's objectives. She described the objectives in a very general statement.

I will teach the text about this Arab scientist.

The participant remained at level 1 of reflectivity in her description of the instructional activities.

By reading the text to students and asking questions. I will translate the vocabulary.

The participant remained at level 1 of reflectivity in response to the question of assessment:

The participation of students.

Post-interviews

The participant remained at level 1 of reflectivity in response to the lesson's objectives.

R: What were your objectives for that lesson? [...]

P: The map.

R: What you want do with the map?

P: I asked some students to locate some countries to determine exactly where our character was born. I also used the student book. I also wanted to teach them the new vocabulary items.

The participant remained at level 1 of reflectivity in response to the instructional activities.

R: How did you teach the objectives?

P: Somehow by acting. If you had seen me, I tried to act sometimes. I introduced the character. I tried to ask them questions. I generally prefer to read directly and ask them [the students] and they need just to follow.

The participant remained at level 1 of reflectivity in response to the assessment techniques.

I tried to ask them questions.

Discussion

The participant remained at level 1 of reflectivity in response to the objectives.

P: I wanted to teach them about Ibn Sina and introduce the new vocabulary.

R: What is the dominant competence here? Let's look at the lesson.

P: The students need to learn new vocabulary, understand the text and answer the questions.

R: What about the vocabulary?

P: They need to learn their meaning and their pronunciation.

R: And the text?

P: They need to understand the text so they answer the questions.

The participant remained at level 1 of reflectivity in response to the instructional activities:

I taught the lesson by reading and the students followed me. I asked questions and tried to act [things out] to explain some words.

The participant remained at level 1 of reflectivity when she responded to the aspects which went well and of aspects which did not work well.

P: Generally speaking, I can say the whole class went well.

R: Let's speak about things in specifics, which things were successful?

P: I spoke loudly, I could pay attention to the students, and they followed me while I was reading, I introduced the new words, I think I could have or I succeeded in presenting new words with acting. [...]

R: What did not work well?

P: I think I made a pronunciation mistake. When I asked about what you can find in the head?

R: What kind of mistake?

P: A grammatical mistake.

R: What did not work well in the classroom? In general?

P: Nothing.

The participant remained at level 1 of reflectivity in response to the assessment tool.

R: After you observed the video, what assessment techniques did you see yourself use?

P: The questions. I asked many questions.

R: What kind of questions?

P: Questions?

R: I mean are they yes, no questions, multiple choices, wh-questions?

P: WH-questions?

With guided discussion, the participant reached level 2 of reflectivity when she reflected on aspects to change including classroom management including interpretation of students' misbehavior.

R: What are the aspects you may change in the future?

P: The way of controlling the class, using more materials, using more acting.

R: Let's start with the first one to set principles in the classroom, how could you do that?

P: By telling them no answers without raising hands?

R: But I think you kept telling them so.

P: But I hate to keep telling them so, they must understand the first time.

R: Do you think it would be effective to keep telling them so?

P: No, they must understand it the first time.

R: How do you explain that your students did not understand your instructions the first time?

P: They are used to it [misbehavior].

R: How could you deal with that? I think you will be their English teacher for the rest of this year and may be next year too.

P: I have my ways. I will set strict instructions of what I want and what I do not accept.

R: What if they did not listen?

P: They will be punished.

R: How do you explain the fact that you keep telling them and nobody listens? [...]

P: Some of them are impolite.

R: And if you say that some of them are not used to certain rules, do you think they really do not want to listen or is it difficult for them to obey or what?

P: They are simply not used to listening. This is my second month here and it is difficult to change them in this limited period.

The discussion continued:

R: What if we try something, it may be effective, and I suggest we try. What if we say at the beginning of the classroom that we have a problem here: some students answer without being asked, and we as a whole class need to put rules for our class? What do you think?

P: It would be helpful if the students themselves put the rules in place.

R: Yes. Because if one of them does not respect the rule, all of the class will make her responsible for that. Do you think it would be helpful from the first time or does it need time?

P: It needs time.

R: Why?

P: Because they are used to a lack of discipline. It is culture. You keep repeating the same thing but they do not understand unless they are punished.

R: Do you prefer to punish your students?

P: Do you expect them to respect these rules immediately. As if you have a magic stick?

R: There is no need to the magic stick. They can. Do you think all the class will respond in the same manner?

P: Of course, no.

R: So, do you need time?

P: Yes.

R: So do you think that repetition is ok?

P: Not all of the time. They must follow the instructions from the first time.

R: They are just 12 years old. Do you think they are at the age of 12 and they might feel that they are the center of the world? How could you communicate to your students that this is really annoying for you?

P: I say I do not like this and I do not want you to do it again.

R: Do they really know why you do not like this?

P: It causes problems in the classroom.

R: So, what if you stop the lesson for five minutes and tell them that you cannot listen to the answers and that you like all of them to answer. So sometimes we need to explain, other times we need to set rules and other times to...

P: To be strict.

[...]

R: What things did they do that you do not like?

P: Standing without permission, talking, annoying each other.

R: Why do they do that?

P: I have no idea. It is related to their behaviors.

R: Do you not think that it is difficult for a child to stay for 40 minutes without being involved in the classroom activities?

P: I tried to get the attention of everybody.

R: There is a possibility that they found it difficult to understand or to be involved?

P: It is not my problem.

R: So they will find something to play with. If you do not make the student busy she will get you busy with her.

P: You are coming here to solve the problem as if I am the major cause. They did not understand from the first grade. I am not the cause of the problem.

R: So, we agree that these students have problems in their academic achievement so they make trouble in the classroom. What could you do?

P: Make them involved in at least one activity. Like what I did with Mujahed last time. Unfortunately, this student is useless.

R: You can also let them repeat the answer; work with other good students, etc.

P: Yes but I have material to cover during the semester.

R: [...] At the beginning you will notice that I am talking about details that need you to put too much time aside. But with practice, you will find yourself doing more than one thing at a time and doing these things automatically. But I need you to be patient because you are dealing with human behavior.

Response journal

The participant remained at level 1 of reflectivity when she described her objectives. She wrote:

I taught the students the new vocabulary and some information about Ibn Sina. The students answered questions about the text.

The participant remained at level 1 of reflectivity when she described the instructional activities.

I translated the new vocabulary. I asked the students questions about the text after I read it and I explained it in Arabic.

The participant demonstrated level 2 of reflectivity when she reflected on what did not go well with reasons. She remarked:

Not all the students were able to answer the questions at the end of the lesson because the students needed more support and time to find the answers from the text.

The participant reached level 2 of reflectivity when she elaborated on her lesson, especially as a response to the need to solve challenges in her classrooms, including two methods that can keep students' attention, indicators of students' learning, classroom management, and using first language as a language of instruction.

I think I did well in presenting the lesson and the introduction. Also, I presented the new vocabulary very well, by using examples and pictures and acting sometimes. I did well in class management by giving students clear instructions and using a little bit of punishment and firmness. Generally, I can say I do better each time, I modified my style depending on your notices that you gave to me after each class. [] Using the flashcards can make the words more memorable, and also it helps students to remember more words and sentences. Students learn easier and faster when instructional aids are used. [...] I think it's good to make students concentrate on listening by using the cassette directly after giving the instructions so that they learn how to follow it in the future. [...] I cannot teach a comprehension text in 40 minutes without using Arabic. I need to translate the main ideas and the new words. I use Arabic to help low achievers and to support students' learning. If I only speak English, then the students do not understand and do not participate. [] I taught the lesson and I focused on all the details to help the students understand the lesson. I tried to use instructional aids to help the students. I focused on teaching the new vocabulary.

The participant remained at level 2 of reflectivity when she reflected on changes in her future practices.

I will introduce the new techniques that we discussed on Monday. I will try them and see if they work with my students. I will try also to give more attention to the low achievers. I do not know if the students will understand if I mainly speak English. I think I will use Arabic but I will then focus more on the English word. I mean its meaning, spelling and pronunciation.

The participant remained at level 1 of reflectivity when she described the assessment methods.

I asked many questions and the students answered. The students' participation [was also a method of assessment].

Reflective journal

The participant remained at level 1 of reflectivity in her description of objectives. She wrote:

My objectives are to present new words, teach students some words about the weather, also achieve the ability to find answers from the text and use the words in full meaningful sentences, besides [achieving] the main objective of the unit to teach students about the different climates in Palestine.

The participant remained at level 1 of reflectivity in her description of instructional activities, writing.

I explained the new vocabulary items and I wrote them on the chalkboard. I played the cassette and I read [the words] myself, too. The students followed my lead. The students read and then I asked questions and they answered. We managed to finish answering the questions at the end of the lesson before the end of the class.

The participant also remained at level 1 of reflectivity in her description of assessments.

I asked questions and some of them answered. They participated in the lesson. They answered the questions at the end of the lesson.

Grammar/Speaking**Pre-interviews**

The participant remained at level 1 of reflectivity in her description of objectives.

To introduce the past continuous.

The participant remained at level 1 of reflectivity in her description of instructional activities.

First I will explain in Arabic, and then I will move to the lesson.

The participant remained at level 1 of reflectivity in her description of assessment methods.

Questions and examples.

Post-interviews

The participant remained at level 1 of reflectivity in her description of the objectives.

I introduced the past continuous.

The participant remained at level 1 of reflectivity in her description of instructional activities.

I gave examples in Arabic and then examples in English.

The participant remained at level 1 of reflectivity in her description of assessment methods.

I asked questions and, as you observed, I wrote examples on the chalkboard and I discussed them with students by asking questions.

Discussion

The participant remained at level 1 of reflectivity in describing one of the objectives:

P: First of all, I presented past continuous.

R: What is the past continuous?

P: It is the verb to be+ verb (infinitive)ing

R: What do you mean by the verb to be here, in which case?

P: Past.

The participant remained at level 1 of reflectivity in describing instructional activities:

P: I started by asking in Arabic to make my students familiar with the topic I am going to talk about

R: Please let me know if I am right or not, did you think it would be helpful if you start with examples using the native language then you switched to English?

P: Yes, that is true. So, I used Arabic.

The participant remained at level 1 of reflectivity in referring to the description of instructional aids used.

I used many things like my laptop and the books in my presentation [of this topic].

The participant remained at level 1 of reflectivity in describing the aspects that did not work well.

Again, controlling the class.

The participant reached level 2 of reflectivity when she explained her reasons behind using Arabic in reference to students' learning and achievement.

P: I started by asking in Arabic to make my students familiar with what I am going to talk about [...]. Maybe using Arabic so much [...].

R: So, you still have the feeling of uncertainty about using Arabic?

P: I know it is not okay but they need it. My students [...]. They do not have enough background.

R: Tell me if I am right or not [...] I think you found it problematic to decide how to start the lesson?

P: That is true. So I used Arabic.

R: What other things can you do?

P: There are many solutions but all of them do not work.

R: Give an example of those many solutions.

P: Many things.

R: Like?

P: I do not have anything in mind now.

R: You did that already. You asked your students what you were doing at seven o'clock last night. What answers do you expect from your students if you start asking them what were you doing at seven o'clock last night?

P: They will not be able to understand the question.

R: What about the high achievers? Could they answer or not?

P: Yes.

R: So, if we started with the high achievers, could they answer using the past continuous or not?

P: In English?

R: Yes

P: Some of them will answer me "watch TV".

R: How can you present your concept based on this?

P: Again, I cannot explain this to them using English.

R: Do you think it is okay if you said I was watching TV and then you ask another student, and he may answer, I play football, and you say I was playing football.

P: He will say it but not understand it.

The participant remained at level 1 of reflectivity in describing assessments.

Students' participation was good. I think they could give the answers for some sentences.[...] I preferred to write and give examples and I discussed them with my students. I asked many questions and we did the exercises in the student's book.

Response journal

The participant remained at level 1 of reflectivity in response to learning objectives.

First of all, I presented past continuous. The teachers' book listed so many objectives that I cannot achieve in one [single] class.

The participant remained at level 1 of reflectivity in response to instructional activities.

I started by asking the students in Arabic to explain the main concept of past continuous. Then I wrote down the rules on the chalkboard. I wrote down many examples. We read the examples in the textbook and then I helped the students to do the exercises before we discussed them.

The participant reached level 2 in talking about using Arabic in the grammar lesson.

In my class, 6 or 7 students only participate, the rest of the students are low achievers. They [the low achievers] want me to speak Arabic. If I do not speak Arabic, most of the students will not understand me. I know you said that Arabic should not be our first option. But how can I teach grammar in English? I agree that I use Arabic too much as I translate word by word, but this is to help my students.

She reached level 2 on the advantages and disadvantages of using the computer in the classroom.

I think I need to use the head projector so all the students will see the material presented. It took much time to pass through the students and show them the examples written on the computer. We discussed that the instructional aid should serve a purpose. My purpose was to attract students but I actually did not manage to find a way to attract all students at one time.

The participant remained at level 1 of reflectivity in response to assessment techniques.

Students' participation, questions and the exercises [were the assessment techniques used].

Reflective journal

The participant remained at level 1 of reflectivity in response to the objectives.

I taught the difference between the past continuous tense and the simple past tense.[...]

The participant remained at level 1 of reflectivity in response to the instructional activities.

I used the examples given in the book.

The participant reached level 2 of reflectivity in her discussion of the cases in which she can use the first language during her teaching of grammatical concepts in an EFL context.

I needed to translate the examples to focus on the grammatical function of the tense. In addition, I think I needed to translate the main grammatical rule for each tense so the students could focus on the concepts. I can ask students to give examples in English too and then we can focus on the function of the tense. The teacher's book says that I should start by using English examples after students listen to a conversation that uses the two tenses. I find this is very difficult for my students.

The participant remained at level 1 of reflectivity in response to the assessment.

I asked so many questions including the examples given in the workbook.

Listening

Pre-interviews

The participant remained at level 1 of reflectivity in response to the objectives.

I want to teach the students to fill in the blanks with the suitable words.

The participant remained at level 1 of reflectivity in response to the instructional activities.

I will read to them and explain and they will fill in the blanks.

The participant remained at level 1 of reflectivity in response to the assessment methods.

I will know if students understood the lesson from their answers and participation.

Post-interviews

The participant remained at level 1 of reflectivity in response to the identification of the objectives.

I helped the students to complete the sentences with the suitable words.

The participant remained at level 1 of reflectivity in response to the instructional activities.

I translated the list of words to them to facilitate their tasks and then I asked them to complete the sentences.

The participant remained at level 1 of reflectivity in response to the identification of the assessment methods.

The students participated in the classroom and answered the questions.

Discussion

The participant remained at level 1 of reflectivity in describing the objectives.

They were supposed to learn the meaning of the words they used to fill in the sentences.

The participant reached level 2 of reflectivity in describing the instructional activities.

P: The students learned some words in lesson 1 and now we are in lesson three of the unit. They need to listen here.

R: What did they learn in lesson 1 and what are they supposed to learn now?

P: Lesson 1 was a comprehension text. The words were used in the text.

R: Yes, it was a reading text, a comprehension text. What is about this lesson? This is a listening lesson.

P: They need to listen to the words in sentences.

R: Yes, and?

R: I see. Students learn the words in texts and then they listen to them.

She continued in describing the aspects that went well; the review of the previous lesson.

The revision of the previous lesson. I asked what was it about, when was Ibn Sina born? And where? Then I asked who is this pointing to the pictures. All of them said this is Ibn Sina. Then I told them now we will listen to something about Ibn Sina. [They listened to the sentences trying to guess what the missing words are. I read the sentences and then I asked the students to choose the suitable word to fill in the sentences.

The participant continued justifying why group work and partner work were not successful in reference to students' learning.

P: I told you it does not work (pair work or group work) with my classes.

R: Is it ok if you start with pairs?

P: Maybe pairs.

R: Why do you think I encourage you to use pairs?

P: Maybe one of the students knows the answer and the other does not know so they have the chance to learn from each other.

The participant reached level 1 of reflectivity in describing using questions for assessment.

By asking them what is the meaning of this word [I was able to assess their understanding ...]. I read the words and checked the students' understanding of these words. In another lesson, I wanted to teach the word "weak." I wrote on the chalkboard "week" and "weak." I wrote a sentence and I asked them to pick the word that matches the sentence.

Response journal

The participant reached level 1 of reflectivity in describing the objectives.

The students needed to listen to the cassette and fill in the blanks. It was all about listening.

The participant reached level 2 of reflectivity in describing instructional activities.

I read and explained the meaning and the students filled in the banks with the words.

She reached described the aspect that went well.

Listening for the gist of the classroom atmosphere, in this case it went well, because most students did the exercise, which meant that they understood the lesson.

She suggested changes in her future practices.

The next time I teach this I can ask them to read [the text] again to check whether they did it right or not, I can also do this by asking students to make sentences about the lesson. [...]Next time, I will play the cassette for the first time and make the students listen only, and then I will ask them to listen and then fill in the blanks. We can then compare answers and then the sentences will be read by the students. I can also ask them to do the exercise in pairs so they can help each other and compare their answers [...]. I will try to implement this next time. I do not know if I will need more than one class to do it.

The participant reached level 2 of reflectivity in talking about time management in her classroom.

I can minimize the students' misbehaviors by asking students to work by each other's in pairs but I should make high achievers help low achievers.

The participant remained at level 1 of reflectivity in response to assessment.

The students answered the question I asked.

Reflective journal

The participant reached level 1 of reflectivity in describing the objectives.

Students needed to listen and order the sentences to come up with a story.

The participant reached level 2 of reflectivity when she discussed the instructional activities.

I needed to ask the students about the meaning of the vocabulary to be sure about the students' understanding of the words [...] I helped the low achievers in translating some words and sentences.

The discussion continued to include the relevance of silent reading and listening to serve the general goal of the lesson.

I asked the students to read the sentences silently after I played the cassette for the first time, then I played the cassette again and I asked the students to order the sentences according to the teachers' book's instructions. This can help students recognize what they listen to and then [help them] order the sentences. This can help students recognize the word by sound and spelling. In addition, at the end of the class, it was necessary to ask the students to read the entire story aloud. [...] this is to give sense to the story and events after the ordering of the sentences.[...]I kept asking questions to attract students' attention and used cards for new words and difficult words.[...] "I started to give instructions and be strict on that. Students should be so quiet in a listening lesson. I told them from the beginning to listen and only listen. [...] Students were quiet because they knew that I would ask them questions about what they have heard. They liked also that I am using the cassette and that helped me to oversee the classroom.

The participant reached level 1 of reflectivity in describing assessment methods.

I asked questions and the students answered. We answered the textbook's questions [together].[...] "Students' answers and participation were two indications of students' learning.

Writing

Pre-interviews

The participant remained at level 1 of reflectivity in naming the learning objectives. The participant was unable to identify the learning objectives supposed to be achieved by the students.

P: I need to teach the lesson. The students need to answer the questions.

R: What is the entire lesson around?

P: The exclamation mark.

The participant remained at level 1 of reflectivity in her response to instructional activities.

I will explain and the students will answer the questions.

The participant remained at level 1 of reflectivity in naming assessment techniques.

I will ask questions and assign the exercises. The students' participation and their answers [will help me assess their learning].

Post-interview

The participant reached level 1 of reflectivity when she named the objectives.

R: What were your objectives?

P: Teaching punctuation...

R: What were your specific objectives for this lesson? And what objectives did you achieve?

P: Using the exclamation mark.

R: Were their other minor objectives?

P: Teaching some new vocabulary.... I think to make a paragraph. Or to order sentences to make a paragraph.

The participant reached level 1 of reflectivity when she named the instructional activities.

The content is not that difficult for students to understand. [...] by explaining [the concepts] in Arabic may be [another technique to encourage understanding]. Asking students to look at the pictures. Asking about the persons in the pictures.

The participant reached level 1 of reflectivity when she named the assessment methods.

P: The students' participation.

R: Do you not think that the content is easy—so why are not more students being involved?

P: No. [Limited involvement is] because there is a limited number of students who usually participate.

Discussion

The participant reached level 1 of reflectivity when she described the objectives.

They needed to use exclamation marks in context. At the same time, they needed to order the sentences to complete a story.

The participant reached level 2 of reflectivity when she described the instructional activities.

Actually, I wanted to discuss some examples but then I found that I needed to give more examples. I used Arabic to explain the examples. The questions were difficult. I think the students did not understand some words.

The discussion continued:

R: If you reteach the lesson, what would you do?

P: I will bring some pictures for the new vocabularies. I couldn't explain some words like crossing the road and head.[...]

R: What did not work well?

P: I did not use the cards for different feelings.

R: Why do you think it is necessary to use these cards?

P: The student may be starting to think that we use exclamation mark just with unhappy feelings. But we use it with surprise. I should use a card showing a surprised face and explain that we use the exclamation mark with this feeling, too.

R: It is used for exclamation. That is one use of exclamation mark is after feelings. What other things you could have improved?

P: I tried to act to explain new vocabularies. Again acting. It was very good.

She described the aspects that went well.

R: What went well?

P: My introduction, I think it was good. I asked them about the pictures [with questions] like what can you see? I asked a student or two to act out some feelings. While reading these sentences, I asked them to act. I did that to let them know when the exclamation mark is used.

In addition, she described ways to facilitate students' learning.

R: How could we support the students' learning?

P: By asking them in Arabic. When they give me the answers in Arabic I help them. Then I will ask what they suggest saying in English.

The participant reached level 1 of reflectivity when she described the assessment techniques.

The questions, examples and the exercises in the student book and the workbook.

Response journal

The participant remained at level 1 of reflectivity on her reflection of the objectives.

The students should learn when and how to use the exclamation mark in context.

She reached level 2 of reflectivity in her description of teaching activities in reference to the text.

R: Do you think that teaching vocabulary while you were teaching the use of the exclamation mark distracted the students? How many new vocabulary words are there? Do you need to re-teach all of them?

P: They studied all of them but I need to remind them of all the vocabulary. I see what you mean. I should have helped my students in one or two words and not in all of the sentences. I asked the students and they answered. They learned from the discussion and the feedback and they used that learning in using punctuation.

The participant remained at level 1 of reflectivity on her reflection of the assessment methods.

With my support, the students answered my questions. Not all of the students. The lesson was easy so when I asked some students they tried to answer and they succeeded in giving the right answer.

Reflective journal

The participant reached level 1 of reflectivity when she described her objectives.

R: What are the objectives according to the teachers' book?

P: The students use question mark, exclamation mark, comma, and full stop [correctly].

The participant reached level 1 of reflectivity in response to the instructional activities.

R: How did you teach the lesson's objectives in steps? [...].

P: I wrote examples on the chalkboard and I asked the students to use the punctuation marks. I explained the use of each of the punctuation marks in Arabic so all the students will understand the cases for the use of each of the punctuation marks. I asked the students to do the exercise in the book. [...] I did not manage to do the workbook exercises.

The participant reached level 2 of reflectivity when she mentioned things to change with reasons.

Next time, I will focus on the main uses of the punctuation marks. I taught the exclamation mark last week, so they know it. The use of the full stop is easy. They know it comes at the end of the sentence. So I think I will focus more on the comma and the question mark [in the coming weeks].

The participant reached level 1 of reflectivity in response to the assessment methods.

I used questions like "what does this mean? So what do we need to use here?" [...] I asked the low achievers to repeat the answers of high achievers. But the low achievers do not want to learn. They are so slow in learning.

Participant Two**Reading****Pre-interviews**

The participant reached level 1 of reflectivity when working on the objectives.

The text is so long. I want to try to let them understand the text. Short texts are easier to teach but this text is difficult. It needs effort. I want them to know what the text is about. The text has new vocabulary that they must understand and learn.

The participant reached level 1 of reflectivity when reflecting on the instructional activities.

I will write the title [of the lesson] on the chalkboard. I will compare old and modern cities. I have pictures in the book about old and modern cities that I could use to teach the difference. I will play the cassette.

The participant reached level 1 of reflectivity when reflecting on the assessment techniques.

They [the students] will listen and then I will ask questions. I need to observe how much they are willing to participate.

Post-interviews

The participant reached level 1 of reflectivity when she described the objectives.

P: The students learned new vocabulary. Students understood the text.

R: What do you mean by the students understood the text, what were they able to do?

P: This is a foreign language class. They read the entire text, learned all the new vocabulary, they understood the grammar. They understood the context.

R: What do you mean by the context?

P: The ideas in the text.

The participant reached level 2 of reflectivity when she described the instructional activities.

I am not satisfied. There are some words that I should have concentrated more on. I should have picked some words and asked if they [the students] knew the meaning or not. But what I did was I asked and they answered. Because their answer was evidence that they understood 80% or 90%, but I was supposed to ask them about these words. It is possible that they do not know one word out of ten words [...]. [I taught the text] through reading the text, [...]. I asked some oral questions, and I wrote some questions on the chalkboard to help the students whose skills in listening are not that good [...]. The text is so long. I need more time. I taught it and asked questions. Reading it needs more time.

The participant remained at level 2 of reflectivity when she described the assessment.

By asking questions [...]. Asking questions and the students answered those questions. I tried to attract the students' attention. [I even] asked some students whose level is considered very low. Some may not understand what the text is about, but they can read, so I asked them to read. They need time to understand [a text]. This is like a message to low achievers that I give them attention and I care about them.

Discussion

The participant remained at level 1 of reflectivity when she reflected on the objectives:

R: What were the objectives that you achieved?

P: The new vocabulary

R: Could you please elaborate more? What were your objectives of teaching these new vocabulary items?

P: To know the new vocabulary.

R: I may teach the meaning, the spelling, the pronunciation [...].

P: The three things. The students know how to write and say the new vocabulary and their meanings. And the students

know the meaning of the new vocabulary in context.

R: Were there other objectives for the lesson?

P: To read a long text and understand its meaning.

R: What do you mean by read? Is it loud or silent?

P: Silent reading [...], but] there was also loud reading to each paragraph.

R: Were both kinds of readings included in your objectives?

P: Yes

R: When you ask students to read, why do you want them to do so?

P: I want them to know the new information.

R: What do you mean by the new information?

P: What the text is about, I mean the content.

R: The main ideas? Are you teaching content here or skills?

P: We have here as you said main ideas. The city here [...] the students need to compare between this city now and the same city in the past [...] the problems of cities in the past [...] and the solutions for those problems.

The participant reached level 3 of reflectivity on reflecting on the instructional activities.

P: I need to ask a question. The text is so long, should they listen to it as a whole or should I divide it into parts?

R: Let's decide based on your objectives, students, and the content you have.

P: I feel like the students feel bored when they listen to it as a whole.

R: So, how will you divide it?

P: I will divide it according to the ideas.

R: Do you have any idea how this will help your students?

P: It helps the average and low achieving students. It helps me to organize the lesson.

R: Ok. Good. So the students listened to the cassette first. You wrote some questions on the chalkboard after or while the students were reading. My question is when it is better to write the questions, before or after the students read the texts?

P: I prefer to do it before, so the students could look for the answers while they are listening or reading.

R: Good. In this way, you as a teacher could guarantee to a certain extent that the students are listening or following the reading or working during the silent reading activity. So it was nice that you told the students [that] while they are reading or listening they should try to find the answers to the following questions. If we look at the same strategy while dealing with individual differences, how could this help the low achievers?

P: Low achievers may start to relate between words written in the questions and the words that could guide them to find the answer.

R: It gives these students time, which they really need. They need support too by seeing words written. The good students find more time to focus on sentences and words and may start to guess the meaning of some words. You will do this all through the text, ask questions, the students read, and then you give feedback.

P: But it happened with me that I taught them a paragraph, I gave them the meaning of all the words, and then I asked them a question but they were not able to answer it. [...].

R: You said I want most of the students to read aloud, especially the low achievers. How could you find a strategy to do that, and at the same time cover the content in the time frame we have?

P: By the silent reading you suggested.

R: What about the loud reading and the pronunciation? You supported your students by playing the cassette.

P: They listen but do not follow. I ask low achievers to read short paragraphs, to read the question.

She discussed teaching vocabulary.

R: Based on your knowledge of your students, will you continue teaching the vocabulary, or you will teach the text and teach the vocabulary during that.

P: I will teach the vocabulary while I am teaching the text.

R: Do you feel this method distracts their attention [from the vocabulary items]?

P: Yes

R: So?

P: I will continue with the vocabulary then I teach the text [...].

R: Do you think it better that the students pronounce the word and write it or write it then pronounce it?

P: We usually pronounce it and then write it on the chalkboard.

R: Why?

P: It makes the students think how it is written after he knows how it is pronounced. This will promote their learning of the pronunciation.

She discussed the aspects that did not go well.

P: I did not like my style in teaching. I stopped many times and then resumed and continued.

R: Why?

P: Hesitation. I was thinking for example whether or not I should give something further information [...] should I ask more questions on this paragraph or not.

R: On what basis did you make your decisions?

P: I found it is ok, and then I continued. Each paragraph is no more than 6 lines. So I asked a question or two. If there

is another idea, a secondary one, I started asking myself, should I ask about it or not. I might lose time, or should I teach it even though I might lose time.

R: What could you do before the lesson so you can decrease the number of pauses?

She reflected on the aspects that went well.

I explained the text. I finished the lesson, I asked them questions about the text and they were able to answer [...] the text was long. It requires effort [...] their answers were evidence that they were following [the lesson] and that they understood.

She discussed changes that she will implement in future practice.

The pauses, holding the book; I will change my behaviors with students. [...] Next time, I will go through details in more depth [...] concentrate more on reading, especially silent reading and questions [...]. Students might understand but I think it [comprehension] needs more time [...]. I will not just ask questions and that's all [...] there are only 5 students who raised their hands to participate. [...] I will explain [the content] sentence by sentence and check if they understood or not. I will ask them to read and translate. It is forbidden to translate but I will ask them to explain the main ideas in Arabic [...]. I will teach the highlighted words. What happened with me is that I forgot to teach the new vocabulary because I was asking and they were answering. But next time we have new vocabulary, I will ask a student to write it directly on the chalkboard. [...] timing in the teachers' book is based on the fact [or assumption] that all students want to learn and all of them are good learners. The teachers' book addresses just one level of students. I have different levels of students, good students, average and weak. [...] the weak students need time [...] and the very weak distract me [...] they are the reason I lost 10 minutes from the lesson.

She reflected on individual differences.

P: This way I could guarantee to some extent that the students are listening or following the reading or working while they are reading silently. So, I told the students, while you are reading or listening try to find the answer to the following questions.

R: If we look at the same strategy while dealing with individual differences, how could this help the low achieving students?

P: Low achieving students possibly start to relate between words written in the questions and the words in the text that could guide them to the answer.

R: Do you think those questions give them more time to find the answers and guide the silent reading?

P: It gives these students time, which they really need. They need support too by seeing words written. The good students find more time to focus on sentences and words and may start to guess the meaning of some words. But it happened with me that I taught them a paragraph, I gave them the meaning of all the words, and then I asked them a question but they were not able to answer it.

The participant reached level 2 of reflectivity when she discussed the classroom management.

P: It [classroom control] is based on the students' respect for me as their teacher. At the beginning I had 6 students with bad behavior. The first time I entered the classroom I ignored their behavior and I kept silent. That was a good start because I told them that I come from a neighboring village and that we should be friends. I told them I do not prefer to punish them because there is a possibility that they are relatives of one of my friends. After a few days things started to be fine. When students pass they say hello. [...] by the second week everything was ok, but I still have problems with one or two students [...] The students also interact with me.

The participant reached level 3 of reflectivity when she discussed advantages and disadvantages of group work.

P: They [group work and pairs] have advantages and disadvantages. The students benefit from each other when they work together because they feel shy when they need to ask the teacher, but this is not the case when they ask for other students' help. But they create chaos when they interact with each other in the classroom.

R: To what extent, in your opinion, are you ready to sacrifice classroom management to make your students learn more?

P: I do not want the head teacher to hear noise in my classroom. Others are not in the classroom to know why we are doing so and that the students are learning better by group work.

R: How could we maintain classroom routines and an acceptable control during group work?

P: I give them instructions that they should respect during work in groups or pairs but they should speak quietly.

R: What about group work routines?

P: Routines?

R: Yes, this means that the teacher trains her students on certain routines so whenever I say group work they know how they will arrange their desks and which group they will join. As a teacher, find an easy practical way to arrange your students during group work.

The participant remained at level 1 of reflectivity in response to assessment.

The students' answers to my questions and to the textbook's question. [...] I told the students, while you are reading or listening try to find the answer to the following questions.

Response journal

The participant remained at level 1 of reflectivity regarding the objectives.

The objectives are: students learn the new vocabulary; the students get the main ideas of the text, and students answer the main questions about the text.

The participant reached level 3 of reflectivity when she responded to the instructional activities.

I taught the vocabulary while I was teaching the text. However, this distracted my students' attention. Students started to focus on the vocabulary and did not follow the ideas and the discussions. I thought about what we discussed two days ago. I think I should focus only on the highlighted vocabulary, and only teach other words if necessary. Students do not need to understand all words. But I have a problem here: how can I help low achievers? I think working in pairs helps as students may help each other.

She reflected on the aspects to change in future practices.

I will teach the vocabulary first and focus on students' learning of those vocabulary while teaching the text when students answer the questions. I can ask the students to work in groups and encourage them to speak only in English. I can ask the students to underline the new words that they have learned which makes the students focus more and deepen their learning of the new vocabulary in context.

The participants remained at level 1 in response to assessment.

The students' answers to my questions and to the textbook' and the workbook question. I kept asking questions after the introduction of every single details or concepts.

Grammar/Speaking

Pre-interviews

The participant remained at level 1 in her identification of the objectives.

I want to teach simple past and the past continuous. I want the students to know when and how to use them. I want to demonstrate some sentences to the students; I want them to give them some exercises.

The participant remained at level 1 in her identification of the instructional activities.

I will write the examples about the two tenses that are in the book on the chalkboard. I will explain them and then ask the students to answer the exercises. [...] Each student will answer alone.

The participant remained at level 1 in her identification of the assessment.

By asking questions.

Post-interviews

The participant reached level 2 of reflectivity when she discussed the lesson's objectives related to students' learning and skills.

The lesson was about simple past and the past continuous. The students should know when to use each tense. They learned those tenses before. They should learn to use each tense in its proper context. The past continuous is an action that takes time but the simple past is short and it happened and is finished. I wanted the students to connect between sentences that include simple past and past continuous using when and while. I thought that the students know when to use these two words. I taught them [these words] to the sixth grade students. I expected it would be simple to do.

The participant remained at level 2 of reflectivity when she described the instructional activities.

I started with giving examples from real life and I used the names of the students in these examples. For example, where is Jamal? [...] so the student answered that he was playing football. Then I said that Jamal played and is still playing and if we go now and look we will find Jamal is still playing. [...] The head teacher told me that I should not expect the students to know something for sure. I should quickly review concepts. But I directly asked students to join sentences that I had written on the chalkboard. Then I discovered that they do not know [what to do]. So I was forced to re-teach it again. It was supposed to be done from the beginning [of the class]. [...] that took time, too [...]. We have sentences in the textbook; I wrote them on the chalkboard. After "while" we use past continuous, and after "while" we use simple past. I should have explained this at the beginning of the lesson.

The participant remained at level 2 of reflectivity when she described the assessment.

[I assessed learning] using the examples that we have in the textbook. The exercises there check whether or not the students properly use the simple past continuous or the past continuous. Do not forget that we did not have much time. We did not cover too much from the lesson and next time we will give more examples. I have a concern it is like I went to the class but I did not teach anything. According to the teacher's book, I should cover more of the content [...] I wrote examples on the chalkboard and I asked some students to solve them and then I asked all the students if they think it was the right answer or not. The solutions were right and the students said it was right too. [...] I should have finished the exercises in the workbook, too.

Discussion

The participant remained at level 2 of reflectivity in response to the objectives and the prerequisite skills the students need to achieve the objectives

The students learn the simple past and past continuous and the difference between them in terms of use and the structural form. The students join sentences that include simple past and past continuous using "when" and "while. [...] The students learned before the simple present and present continuous, their correct structural form, and connecting sentences with simple present and present continuous using when and while.

She described her own misconceptions as a teacher of certain grammatical concepts.

The simple past is a structural form that indicates that the action is completed in the past. The past continuous is happening now. The difference is that simple past is completed. The past continuous is still happening until this

moment. I can explain the two concepts by giving an example. I can ask a student to write a sentence on the chalkboard and after few minutes I can say he wrote a sentence on the chalkboard using the simple past. I can ask the same student to come to the chalkboards and write and while he is writing I can say he was writing using the past continuous. [Note that the concept of past continuous is completely wrong in this example/explanation]

The participant was able to reach level 3 in response to the instructional activities.

I started with examples in Arabic and then I asked students to join sentences using when and while. I discovered that the students are not fully aware of the use of while and when with a sentence that includes simple past and past continuous. I made two mistakes. The first is that I did not check at the beginning the students' understanding of the assumed previous knowledge. The second, you asked me to check the use of past continuous. We use the past continuous to talk about the past both for something which continued before and after another action and for something that happened before and after a particular time. The most common use of the past continuous tense is talking about something that was happening around a particular time in the past. We often use the past continuous and the past simple tense together. When this happens, the past continuous describes a longer, 'background' action or situation and the past simple describes the action or events.

She discussed changed in her planned teaching practices based on her classroom experience.

I wanted the students to connect between sentences that include simple past and past continuous using when and while. I thought that the students know when to use these two words. I taught them [these words] to the sixth grade students. I expected it would be simple to do. The head teacher told me that I should not expect the students to know something for sure. I should quickly review concepts. But I directly asked students to join sentences that I had written on the chalkboard. Then I discovered that they do not know [what to do]. So I was forced to re-teach it again. It was supposed to be done from the beginning [of the class]. [...] that took time, too [...]. We have sentences in the textbook; I wrote them on the chalkboard. After "while" we use past continuous, and after "when" we use simple past. I should have explained this at the beginning of the lesson.

The participant reached level 3 of reflectivity describing the aspects to change.

P: After I taught this lesson practically, of course, my performance will be improved next time. I will change the sequence introduction of the various concepts. It is right that I taught simple past and past continuous and I reminded the students of these two concepts. And I thought that the students knew how to use when and while, so in the other section, I will keep in mind that the students do not know much about their use. I will explain the use of "when" and "while" to them.

R: Or you could check first if they know how to use them.

P: Yes. I will explain that again. I will write an example and talk about it and then ask the students to do it again.

R: What will you do to introduce when and while?

P: I will write sentences and ask the students to combine them and I will see if they know how to join them.

R: Other things you will change?

P: Yes. I will prepare a worksheet that includes five examples that the students need to join using when and while.

R: Why do you want to use this worksheet?

P: I think that the examples in the textbook are not enough.

The discussion continued:

First, I would specify exactly when and how each tense is used. I will write as an example for each tense and then I will join the two sentences. I will then ask my students to give me a sentence as an example of a tense used in context. Then I will ask the students to join sentences with the two tenses. If I explain the concepts in the right way, then this activity confirms that the students understood 80% of the lesson's objectives. If students answer the questions [correctly as well], then this confirms that the students understood the objectives 99.9%.

The participant remained at level 1 of reflectivity when she described the aspects of the lesson that went well and the aspects that did not work well:

R: What did go well in the class?

P: My use of the chalkboard. I used the chalkboard to write sentences because what is written down will be more accessible by the students than the oral speech [alone ...]. I linked the chalkboard with the textbook.

R: What did not work well?

P: Time management. I should have covered more content. I did not estimate the time needed in the right way.

She discussed her use of the students' native language.

I used Arabic most of the time. Almost 80% of the communication was in Arabic. It is completely unacceptable. My justification is that grammar is the most difficult competency to teach and understand. My students' conversations and listening skills are too weak. I am sure that they will not understand anything if the teacher only uses English. If I had not used Arabic, I would not have achieved my objectives and only two students out of the 30 would have understood the lesson. When I use Arabic, I can entice my students to listen to me and provide them with the chance to use the grammatical concepts in their daily life. I think the students' achievement level is the determining factor for the use of Arabic in the classroom. The teacher is the only one assessing her students and the only one who can decide when and how much Arabic should be used.

The participant remained at level 2 of reflectivity in response to assessment when comparing two types of assessment.

I asked my questions during my explanation. The students did the exercises in the textbook. I asked the students to do the exercises in the workbook. [...] I assessed students' understanding during my teaching by observing their

participation as they needed to fill in sentences with the appropriate tense: simple past or past continuous. I evaluated the students at the end of the class with a brief review of what we had discussed during the lesson and checked whether or not students understood the main ideas of the lesson.

Response journal

The participant was only able to reach level 1 of reflectivity when reflecting on the objectives.

The students used the simple past and the past continuous tenses in their description of actions in sentences. The students wrote sentences using simple past and past continuous. The students wrote sentences with the two tenses in one sentence using certain conjunctions.

The participant remained at level 1 of reflectivity when she described the role of the teacher and the role of the students in the instructional activities.

The students [should] learn the simple past and past continuous. I explained the concepts of those two tenses and the context of their use. I gave examples from real life. My role as a teacher was to demonstrate the context and the function of each tense. The students' role was to use the two tenses properly.

The participant remained level 1 of reflectivity when reflecting on the assessment techniques.

I assessed my students by asking questions. I did not take into consideration that I should evaluate the students' learning at the end of the class. But, during the lesson, they did an exercise where they needed to fill in the sentences with the appropriate form of the given verb. I think I can evaluate students at the end of the class. My evaluation could be conducted by observing students' participation and with a quick review of the lesson with the students. In doing this, I can check the students' understanding.

Reflective journal

The participant remained at level 1 of reflectivity in describing the objectives.

I referred to the teacher's book before I entered my classroom to teach the lesson. They students need to know the use and the structural format of the simple present and present continuous. The students need to learn the difference between the simple present and the present continuous. I was lucky to have this lesson because it is similar to the lesson that you observed ten days ago.

The participant remained at level 3 of reflectivity in describing the instructional activities.

I started with examples. I started with simple present. It took time to review the simple present because it is used in different contexts. I also needed to remind the students of singular and plural forms. I then reviewed present continuous. The students needed to fill in the blanks with the appropriate form of the verb to complete the sentences. We discussed the exercise but the time ran out before we could finish.

She reflected on the aspects that she needs to change based on her experiences and aspects of the class that did not work well in the lesson.

Time was so limited. I think I was confused as to whether I should only review or re-teach some items. Teaching simple present alone took a lot of time. I think next time I will ask the students to prepare [the lesson] at home before they come to the classroom. This will help. I know that most of the students will not do it but the good students are careful with the teacher's instructions. The teacher's book says that I need to review [material from the previous lessons] during the first ten minutes of class; this is not enough. I have more than 35 students in the class and many of them are low achievers. I translated the rules and the examples, I know you do not like that but my students like this and that makes them listen to me.

The participant remained at level 1 of reflectivity in describing the assessment techniques.

My questions and the exercises in the textbook [were used for assessment]. There are other exercises in the workbook, but the time was so limited and we did not manage to discuss them.

Listening

Pre-interviews

The participant remained at level 1 of reflectivity in her description of the objectives.

The students need to listen to the cassette and then order the sentences according to their sequence [in the first exercise]. In the other exercise, they need to circle the word that they hear and repeat it.

The participant remained at level 1 of reflectivity in her description of sequence of activities.

I want to ask the students to listen to the cassette and follow my instructions. I will explain the words that I think they do not know so they can fill in the sentences with the words they hear.

The participant remained at level 1 of reflectivity in her description of assessment methods.

The students' answers and their participation.

Post-interviews

The participant remained at level 1 of reflectivity in her description of the objectives.

The students needed to complete the sentences. They needed to listen carefully.

The participant remained at level 2 of reflectivity in her description of the sequence of the instructional activities.

I started by asking [questions] and sometimes explaining the sentences in Arabic. I wanted to help the students. The students' skills do not meet the required skills. I preferred reading [the text] myself for the first time as I thought I could read slowly and stress certain words when needed.

The participant reached level 2 of reflectivity in her descriptions of the challenges of teaching listening skills.

Even though the lesson looks easy, students find it difficult to listen and answer. The students needed to match the pronunciation of the words and their spelling to the meanings of the words. The students needed to fill in the worksheet sentence by sentence and then we confirmed the answers as a class.

The participant remained at level 1 of reflectivity in her description of assessment methods.

I asked questions to check students' understanding, students' participation, and the exercises in the textbook.

Discussion

The participant remained at level 1 in her description of the objectives.

R: What are the objectives of the lesson?

P: The students need to fill in the [blanks in] sentences and they also need to meaningfully order the sentences in the other exercise.

R: What is the major competence that the lesson focuses on?

P: Listening.

R: So they needed to fill in the blanks and order sentences depending on what they heard.

P: Yes. That is true.

The participant reached level 2 of reflectivity when she justified the sequence of the instructional activities used to teach the objectives.

R: How did you teach the lesson's objectives?

P: I started by asking about and explaining some sentences in Arabic. Then, instead of playing the cassette's text, I read sentence by sentence and then we checked the answers with each other.

R: Asking about what?

P: About the Arabic meaning of some words, I translated the instructions.

R: Why?

P: Because I want to check whether or not the students understand the meaning of sentences before they start. Then I read the text myself [in order] to read slowly.

R: I will discuss your translation of the sentences after a while; I need to ask you why you did not play the cassette.

P: The speaker's voice used in the cassette has a British accent. I speak slowly and I can pause more often. I think the students feel more confident when I speak.

R: Have you tried to play the cassette before?

P: No, to be honest. I prefer to read myself instead of using the cassette [...]

R: Why did you explain or translate? Do not you prefer to give your students the chance to be exposed to the language and try to answer questions based on this first?

P: You mean I first offer help when I really need help?

R: I mean you could support your students' learning when you know their weaknesses. However, all the time, they should try and depend on themselves first. In addition, you need to support them at the right time and in the right way. They have learned most of the words in this unit and they learned the structural form in the same unit. This is the chance to give your students the opportunity to deepen their knowledge and relate their learning [to other issues] in context.

P: I understand.

She discussed how to address individual differences while teaching listening comprehension.

P: I tried to support my students by reading instead of listening to the cassette and doing activities sentence by sentence. When I read the teacher's book I thought they were suggesting illogical activities, but I see the logic now. They want the students to try [to answer] themselves and learn.

R: Why do you not want your students to learn the British accent?

P: It is difficult.

R: But it is one of the major accents of English. It is a part of English. Students are learning English to be able to communicate with native English speakers.

P: I will start to do that gradually.

R: Let's listen to that part [of the cassette] and see what things are difficult.

P: Nothing is difficult and there are times breaks giving students time to answer

The participant remained at level 2 in her description of her assessment methods.

P: I asked questions and the students answered my questions. The students also answered the exercises.

R: If we check the teacher's book, we find that it instructs the teacher to let the students listen to the cassette three times: at the beginning for general listening, the second time to solve the exercise, the third time for checking answers and trying to solve the questions and then you and your students can discuss the answers. Why do you think the teacher's book recommends this sequence of activities?

P: I think because the students get an idea about the instructions and the exercise at the beginning when they listen [to the text] for the first time. The second time, they fill in the blanks in the first exercise and order the sentences in the second exercise. The last time, they check their answers and check [their listening] if they are confused with an answer.
R: Let's take this into consideration when we reflect on your checking the students' answers sentence by sentence. Add to this a consideration of the translation that you did at the beginning of the class.

P: I did not give the students the chance to try to remember alone the meaning of the words or to understand the sentence in context. It was easier for them to answer questions sentence by sentence when the words available for selection decreased after each activity.

Response journal

The participant remained at level 1 of reflectivity when she described the objectives.

I checked the teacher's book for the objectives. The students need to practice and order sentences, fill in the blanks, and choose the correct answer in the students' book. But the time assigned for each exercise is limited. I did not manage to finish all the exercises in one class.

The participant remained at level 3 of reflectivity when she described the instructional activities.

The things that I will change in the future are letting the students listen to the cassette three times. Each time has a clear purpose and the students should have instructions [for the listening activity]. Instruction could limit the tension and confusion [in the reading lesson]. Instead of translation, I can give the students more time [to solve problems] or repeat some sentences if I feel they have difficulty with them. When I checked the teacher's book before the lesson, I stopped reading after few minutes as I thought the suggested steps were impractical. However, after I taught the lesson I thought it would have been better if I had read the teacher's book thinking about the logic behind the steps and how I could offer my students a rich learning experience.

She discussed the sequence of the instructional activities that she could design to accomplish the objectives.

Next time, I will play the cassette and ask students to just listen. The second time I play the cassette I will ask the students to do the exercises and then I will ask them to discuss it [the listening exercise] with their colleagues and then to listen for the last time and check the answers. In that way, I encourage their participation and learning, and I allow them to interact with each other.

She discussed relevant skills/competences to listening and their relevance to students' learning.

It is important that I ensure that the students are prepared to listen from the time I teach the reading and the speaking lessons, because the listening lesson is strongly related to the reading and the speaking lessons. I should have prepared for the unit as a whole. In that case the first lesson would focus on vocabulary; the speaking lesson should focus on grammar. There is an exercise about the listening skills in the workbook that asks students to choose the tense they hear.

The participant remained at level 1 of reflectivity when she described the assessment methods.

The feedback, as we discussed after the lesson, should be based on the students' answers. I think I did not take that into consideration during my class. I should check students' understanding of what they listen to. The students should practice listening. But I feel sometimes that I should help them with some words. But next time I will wait until I discover they have a problem with something and then offer help.

Writing

Pre-interviews

The participant remained at level 1 of reflectivity when she described the objectives

I need to teach the students how to write a meaningful paragraph.

The participant remained at level 1 of reflectivity when she described the instructional activities.

I will ask them to write and then offer them help when they need it. We have a model text in the textbook that could be used as a sample. I will discuss it with the students. Each student will write her own paragraph.

The participant remained at level 1 of reflectivity when she described the assessment methods.

I will pass through [rows of] students to check what they are doing and at the end of the class I will collect the writing notebooks and correct them in my free time here at school to check structure, vocabulary, and punctuation.

Post-interviews

The participant remained at level 1 of reflectivity when she described the objectives.

I want the students to write well organized paragraphs. These paragraphs should be understandable.

The participant remained at level 1 of reflectivity when she described the instructional activities.

The ideas that the students will use are not new ideas that they need to create. There is a lesson about the same topic they were asked to write about. It deals with the comparison of the lives of two persons. The student needs to write about herself and about another person. The student can use the ideas that exist in the book but can modify these ideas to write about herself.

The participant reached level 1 of reflectivity when she discussed the assessment of students' learning of the lessons' objectives with reasons.

If the student wrote about himself and about the same topic we are talking about."

Discussion

The participant stayed at level 1 of reflectivity when she described the objectives.

The students write a paragraph that compares of the lives of two persons. The student needs to compare herself to the character described in the textbook.

The participant stayed at level 3 of reflectivity on the challenges of teaching writing.

It is so difficult to teach the students writing skills. The students find writing to be a very difficult task and they do not even try. Writing requires understanding, using words in their appropriate form, using punctuations marks, and appropriate grammar.

She discussed the instructional activities.

“I discussed the model that we have in the textbook with the students. I told them that our task is not that difficult. The students have a conversation with a partner [...] they need to fill in the spaces in the paragraph [in the worksheet ...] using the notes that we took in the table in page 40. We need to compare between the two people now and in the past. It was so important to explain the instructions. I explained them using discussion. I was asking and students answered and then we summarized the instructions. I brought the students’ attention to simple present and simple past by asking about them in the model in the textbook. They needed to refresh their knowledge about those two tenses because they needed to use them in their writing. I drew two columns on the chalkboard, one column for Kate and another for Paul. I introduced the introductory sentence. Then, a student suggested a sentence that I wrote on the chalkboard. We had many sentences from the students and then I asked them how we can connect them. The students suggested many connecting words for different contexts. We did that with the different ideas of the paragraph. So we were able to develop a paragraph from the ideas listed in the two columns. I put students into pairs. I asked them to write about each other as we did with Kate and Paul. I checked to see if they understood the instructions, I told them that the questions they have in the textbook was their guide. We read the guiding questions together and I brought their attention to the use of the two tenses that we discussed. I told them to call me if they needed help. They asked me some questions for confirmation and I answered them. After a while, I stopped them to give more hints about some activities and interests that they could use in their comparisons. [...] P: Many of them asked me what they should do and told me they cannot write. Some of them were working individually and not in pairs as I had asked them to”

The participant reached level 1 of reflectivity on the challenges she faced in her classroom.

R: What things you were not sure about?

P: If I should write the ideas [on the chalkboard] or not. Then I thought that I would write down ideas for low achievers. There is a possibility that those students do not know how to start or what ideas they could use. So I wrote simple things that those students could refer to.

R: What made you stressed out in the class and kept you from making a decision?

P: The average students and the low achievers students stressed me. They kept asking how they could start their text and what they should write.

She suggested changes in her future practices.

I will tell them what they will do from beginning [of the lesson]. I will tell them that what you will write is not too difficult and I will refer back to the model of writing in the textbook.

The participant reached level 2 of reflectivity when she discussed the assessment of writing.

You saw me; I used my red pen to mark spelling mistakes in my students’ writing. I also stopped when I saw that they have more difficulties and support them. I collected the notebooks from the students who finished their writing and I asked the students who did not finish doing it to bring to me the notebooks in the afternoon break. [] I use symbols for my corrections. Actually, there are three symbols: S: for spelling, G: for grammar, and P for punctuation. I find many spelling mistakes in the students’ writing and sometimes I find that they write a word in Arabic if they do not know it. Using such a system helps me a lot. It saves time but the question is how the students will know the correct spelling, grammar, or punctuation. There is a possibility that they will not look at the corrections. Sometimes I asked them to check their textbook for the correct spelling and I checked that [whether or not they did so]. However, some students failed to do that, so I am trying to give them feedback in the same lesson.

Response journal

The participant remained at level 1 of reflectivity when describing the objectives.

I compared the objectives I identified for the lesson and the objectives identified by the teacher’s book. I think they are the same and I am satisfied.

The participant remained at level 3 of reflectivity when describing the instructional activities.

I think I needed only to change one or two things in my class. First, I believe that even if I had tried to clarify the instructions, the students would have kept asking what we need to do. The other thing was that students found it difficult to write about and compare themselves to their peers. I think I should have introduced or changed the details of Paul and Kate and asked them to write about them. In that case they have all the details on the chalkboard and they can develop their paragraphs. I can develop details about two persons, and ask them to write about these people. Alternatively, I can ask them to develop only one paragraph which limits the stress and it limits the focus on one person.

The participant remained at level 2 of reflectivity when describing her assessment.

The assessment for writing is different. When one assesses, or evaluates any other competence, she refers to standards that make it easier to come up with a score." [...] I think the best thing is to focus on the assessment of the main ideas of the lesson. I mean, if the lesson focuses on present past and simple past, then most of my assessment and evaluation should focus on that.

Reflective journal

The participant remained at level 1 of reflectivity when describing the objectives.

The students write a paragraph, describing a day, using the simple past and past continuous.

The participant remained at level 2 of reflectivity on the sequence of the instructional activities.

I did what I did last time. I discussed the sample that we have in the textbook but this time with focus on the structure of the paragraph. I discussed the activities that one can do at the sea with the students. I noted these on the chalkboard and then I asked all the students to write using the ideas that we listed on the chalkboard. I helped them when needed.

The participant remained at level 2 of reflectivity when describing the aspects to change.

I will do the same when I teach the lesson for the other section. The things that I developed are that I am more aware of the kind of questions and words they need to ask about. So I will be well prepared for such questions.

The participant remained at level 1 of reflectivity in response to the assessment tool.

The questions I asked before the writing exercises and the exercises themselves [served as an assessment tool].

Participant Three

Reading

Pre-interviews

The participant remained at level 1 of reflectivity in response to the lesson's objectives.

The students learn the new vocabulary in the context of the garden, their meaning, pronunciation, and spelling.

The participant remained at level 1 of reflectivity in response to the instructional activities.

I will ask the students to listen to the cassette and then we will focus on every single vocabulary word. The students will practice the pronunciation of the new vocabulary and they will use those words in context. I will ask them to read, write, and spell the new vocabulary.

The participant remained at level 1 of reflectivity in describing the assessment.

I will check my students' understanding step by step. I will ask them to do the exercises in the textbook and I will correct their answers and give my students feedback when needed.

Post-interviews

The participant remained at level 1 of reflectivity in response to the lesson's objectives.

Our lesson was about some creatures that could be found in the garden. I explained the new vocabulary words and the students learned them.

The participant remained at level 1 of reflectivity in discussing the instructional activities.

I explained and demonstrated the new vocabulary. I used toys, drawings, and pictures to explain the meaning of the words. I focused on teaching on the new vocabulary with regards to meaning and pronunciation.

The participant remained at level 1 of reflectivity in her assessment.

I used questions, repetition drills, and the exercises in the textbook to assess my students' learning of the new vocabulary.

Discussion

The participant remained at level 1 of reflectivity when she described the objectives.

The kids understood the concept of the garden. The students learned some vocabulary, too. Surprisingly, some of the students memorized the spelling of some vocabulary [words]. [...] it was not. My objectives were to know what the garden is, to learn the vocabulary, and to be able to read the lesson.

The participant reached level 3f reflectivity in the description of the sequence of activities with reasons and justifications.

R: What instructional activities did you use to achieve the objectives?

P: Drawing on the chalkboard. [...] After I entered the classroom, I started to sketch some drawings on the chalkboard for some objects. Of course, I cannot draw some other objects, so I prepared flashcards. There were drawings on these flashcards for the things that are in the garden. I started to talk about these objects to the students. In order to remember [the items], and for the sake of change, I sang with them [...]. At the same time, I produced some sounds and I acted out special moves similar to the sounds or movements associated with the creatures that live in the garden. [...]. [I sang with my students] to break the routine in the classroom – and the second objective is as I told you, for some students the style of learning is not to keep repeating the same thing [...] it is repeating [words or concepts] with acting, or with musical sound [...]. So, that was the objective [...] to remember [...].

R: After that, what did you do?

P: After I talked about the garden and we sang a song, of course I gave the students the chance to read the vocabulary; of course, they did not read from the first time [...]. I helped them to spell the word [...] and taught them] how to spell

the word in order to read [...]. During the class, I got off track; we sang another song in order to refresh the students. Some of the students might feel tired or sleepy or bored. So to give them some energy to be active in the classroom, we sang another song [...]. In the second song, they had the opportunity to remember the vocabulary that we learned in the previous lesson.

She described the aspects to change in her future aspects.

P: Maybe it would be better if I would bring tangible things. In this way, I can get their attention and I might activate the conversation. [For example:] “What is this? [...] This is [...].” and the students’ answers [...]. I can carry physical things and move and I can carry out an activity amongst the students. After I watched the video, I thought I might improve the lesson too and I may achieve more objectives, but in two or three classes [...]. The same thing [applies to other areas as well ...] I can develop the conversation – this is – these are – using the touchable animals [...]. I need to explain and ask questions [...] it takes more than one class [...] to let each student answer. I need a class to introduce the vocabulary and a class to let each student ask and answer [questions].

R: Anything else?

P: No.

R: What do you feel proud of?

P: The involvement of students. They were happy. I broke the routine and at the same time I wasn’t that tough with them. The class was perfectly managed. For me it was a perfect class, I achieved my objectives. They sang [...] I sang with them. We were happy [...].

R: A thing that you doubted?

P: Nothing. Maybe I need help in knowing how I could make all the students read the words in a good way.

The participant reached level 3 of reflectivity in description of the assessment in reference to the individual differences and the objectives.

Using the questions I asked [...], I gave attention to all of the students, the low achievers and the high achievers I asked most of the students [...]. In terms of the vocabulary, one of my objectives was that students read some words [...]. I used the flashcards to ask the students so I would know if they memorized the vocabulary [...] because one of my activities was to recognize the new vocabulary items [...] by asking these questions, I was able to know or to assess their progress. And to know which students understood everything [and, for example,] which students who understood 70% of what was being said.[...]There are some smart students who concentrate with me [...] some students are good but they do not concentrate with me all the time [...]. There are some other students who are not good students and they do not focus that much with me [...]. I like to focus on those categories of students [...], now the good students are already doing what is needed from them [...]. For those students who couldn’t concentrate, I tried to capture their attention and I tried to call on them while asking questions even though the question was open for all students to answer [...] I did that to show them I knew what you were doing [...]. For the students who are not that good I tried to repeat the information [...]. I asked the student so that I know how much he knows and if I find that he does not understand, I repeat the information again. For example, if he did not know what a vocabulary word means, I repeat the word, spell it, and pronounce it once or twice and then let him repeat it or I ask a student from the same group to repeat in order to learn from that student [...]. The other group consists of the students who are not that good and they do not concentrate with me in the classroom [...]. It is ok that the number of these students is not that large, but they sometimes present an obstacle to other students’ learning due to their hyperactivity [...]. I try to occupy this category of students with something during the class [...], in this lesson, I tried to say the name of the student and then ask him [questions ...]. [I did this with] Saif, Tala, and Qusai, for example. Maybe during the exercise? Asking a question, I mention the names of three to five students to get their attention.

Response journal

The participant remained at level 1 of reflectivity in her description of the objectives.

The students first needed to listen to the word and then know its meaning.

The participant remained at level 2 of reflectivity when she described the sequence of activities.

I matched the objectives to the sequence of activities. The students first needed to listen to the word and then know its meaning. That is why I showed a picture or drew or showed the object and at the same time pronounced the word and asked students to repeat and then I asked what is this? And they answered with the word. Then I wrote it on the chalkboard and I asked the students to write the words on the chalkboard at the end of the class. It is the sequence suggested by the teacher’s book and I enjoy teaching this way. The students were able to achieve my objectives and more objectives like writing the new vocabulary on the chalkboard.

The participant reached level 3 of reflectivity in discussion of the assessment.

I assess my students step by step. This is very important because I need to intervene when necessary and I need to know that all my students are learning. At the beginning, I only need them to correctly pronounce the word, in the next step I need them to know the meaning and spell the word while the words are written on the chalkboard. Next, I need them to fill in the blank with the appropriate word which means that they understood the meaning of the word in context. At the end of the class, I dictate the words and at the same time check the meaning again. Also, I use songs to deepen their recognition of words. I asked them to do an exercise at home. This helps the students study the words again at home which means deepening their understanding and learning of the lesson.

Reflective journal

The participant remained on level 1 of reflectivity when she described the objectives.

I referred as usual to the teacher book even though the objectives sound similar in every reading lesson. It is about teaching the new vocabulary that are related to certain context. This time it is the beach. We have instructions to refer to the teacher's book and write the objectives in our notebooks and take them to the class. We are also asked to write the objectives on the chalkboard.

She reached level 2 of reflectivity when she compared what the teacher's book specifies and what has been taught in the classroom in terms of the instructional activities used to teach the lesson.

"However, sometimes I find myself teaching other objectives like writing the words. The students learn so quickly at this age and I think it is better to invest those capacities in learning other things. Sometimes, when I find the students are ok with learning more new words I teach them, but my focus is one the main vocabulary that I need to teach. In this class, the students were happy to learn more and more words about the beach.

The participant reached level 2 of reflectivity in response to the assessment.

Assessment is continuous. The students had difficulties with four words, so, I wrote them on cards and drew the objects on the chalkboard. I asked my students to match the cards to the drawings many times. I then checked their learning. Next time [in the next session with these students] I will review all the words but focus on those words. I gave students stars when they answered correctly. They find it difficult to learn "island" and "vacation." It was difficult to explain their meanings in English so I used Arabic for the first time and then I posted their meaning on the board.

Grammar/speaking

Pre-interviews

The participant remained at level 1 of reflectivity in her description of the objectives.

Our lesson will be about the use of "it" and "they." Students need to know when to use it and when to use they.

The participant remained at level 1 of reflectivity in her description of the instructional activities.

I will let them know, of course without telling them, by themselves that "they" stands for plural nouns and "it" stands for singular nouns. I will use objects from the classroom like pencils, erasers, and books and of course I will achieve the objectives by writing examples on the chalkboard but today, because it is just explanation, [I will do this] by giving some examples on the chalkboard. I will invest this grammar lesson in teaching listening, too, by asking, "what are these?" These are books for example [...] and, "what is this?" For example, [...] this is a book.

The participant remained at level 1 of reflectivity in naming questions as a tool of assessment.

The questions that I will ask and the exercises [are my assessment tools]. I will carefully observe the students' responses and provide the appropriate feedback when needed.

Post-interviews

The participant remained at level 1 of reflectivity in her description of objectives.

I [the participant taught the use of "they are" and "it is" and the difference between them. The students learned to use them and they were able to distinguish between their uses.

The participant remained at level 2 of reflectivity in her description of the instructional activities.

I gave examples from the classroom. I used objects from the classroom to explain the concept of plural nouns and singular verbs at the beginning and then the concept of singular verbs and plural nouns. Then I needed to clarify that plural nouns go with plural verbs and singular nouns with singular verbs. Then I needed to check that the students know how to differentiate between them. I asked many questions and the students answered and I gave feedback. I used the chalkboard in teaching all the concepts in addition to the objects from the classroom.

The participant remained at level 1 of reflectivity in her description of assessment.

I asked the questions after I introduced every single concept. We did also many exercises to further the students' learning.

Discussion

The participant remained at level 2 of reflectivity in description of objectives.

Most of the students, 90% of my students achieved the objectives. Students were able to distinguish between "this is" and "these are," and "it is" and "they are." I connected them with each other. That means that the student has been able to learn the difference. I told them that "they are" is a relative of "these are" and "this is" is a relative of "it is." In this way, students can connect them [the phrases and their relation to one another].

She reached level 3 of reflectivity when she discussed the instructional activities used to teach the objectives with reasons as it was a challenge to teach such objectives for students of this age.

I started directly with the topic. To be honest, I felt it is like a challenge to teach students these concepts, for me, I learned these concepts when I was [...] maybe [...] in seventh grade [...]. I thought it would be difficult for the first graders [...] then I thought it was too difficult [...]. I started with the objects they know [...] book, board, pencil. Then I started holding something [...] like "this is a pencil," then hold two pencils at the same time so students will remember this [...], then I say "these are pencils" [...] In my tone, I liked to concentrate on "these are" [...] "pencils." 60% of the students [...] the good and excellent students have known that there is an 's' in combination with "these are" [...].

In the same class, I used questions [...] “What is this?” [...] “This is a pencil” [...] “What are these? They are pencils.” [...] I felt it was so successful when I went through [the examples with] the students and used their stuff [...] and they started to give me some [feedback showing learning ...]. In this way, I felt that I concentrated on the vocabulary that I wanted to focus on [...]. There are some difficult vocabulary items like sharpener and eraser [...] they keep forgetting them [...]. When I use these vocabulary words in the conversation and grammar discussion [...]. I asked the students for full answers when I asked “what is this” or “what are these?” The students started to know [...]. It took me two to three classes until the students got the concept. You videotaped one class [...]. It is difficult for first graders [...] when I ask them what this is [...], so they answer ‘this is a table’ [...] so we can also say we learned something new [...] like it is a table [...]. Because we have already learned ‘this is’ and ‘these are’ [...], I moved to it is [...] and [...] they are [...]. Maybe you have noted confusion [...] or not confusion [...] it is that they used “is these are” [...], but honestly, [...] after I did the evaluation, assessment, and worksheets, I started to note that the students distinguish between ‘this is’ for singular and ‘they are’ for plural [...] so they used the plural with plural and singular with singular so it is correct in the end.

She reached level 2 of reflectivity when she discussed two alternatives, one used by the teacher and one suggested by the facilitator.

R: What do you think of writing the word on the chalk board and circling the s plural or are or is?

P: You should know that I am not professional. I felt when I started the way I did and I kept talking and they talked with me the information was received more easily. Because I used real objects [...] so they linked them with each other [...] I do not say what you suggested is wrong. But maybe it requires another technique. [...] I cannot guarantee that all the students will look at the chalkboard. The ears listen all the time, yes. But the eyes sometimes scatter here and there [...].

R: Can we use cards to guarantee that the students got the idea?

P: Maybe, after the teacher taught them using my method and wants to give them another technique.

R: What is a simple way in which I can invest the sense of sight to improve the learning of these concepts?. You used the listening skill to teach grammar, and what you did actually is very significant. Are there other ways to improve the learning of the association of ‘s’ with ‘they are, these are,’ and the association of the singular with ‘it is’ and ‘this is?’

P: Yes, writing on the chalkboard but without using color chalks. I will tell you why [...]. Just write in one color. First graders are too fond of colors. The colors will distract their attention. I have five students who are crazy about coloring. I cannot guarantee that he is not concentrating on colors and on the concept itself. Maybe they will not be able to link these concepts to each other when using colorful chalks. The students who are good, very good, or excellent can associate and figure out connections among concepts. But I cannot guarantee this for the academically weak students. Because when I write ‘this is’ and I spell it on the chalkboard ‘t h I s I s,’ the students will remember the information if they also write in the air. As you have seen in the writing lesson, they started to write without me training them. Because we have written these words many times on the chalkboard without using colors.

R: Ok. Let me suggest the following and then I will see what you say. Let’s say that I will start the lesson as you did and then I have flashcards. I write on a group of cards plural and singular nouns, and I write on the other group of cards plural and singular verbs, like ‘is’ and ‘are.’ Then I ask my students to make sentences.

P: This would be difficult for first graders. I can ask my students when we use is, they will answer when we have just one thing. But in writing, not all students would recognize if the word is singular or plural like book or books. If they see one book, they will see book, and if they say two books, they will say books. But if they see things written it will be different. But a student who recognizes the difference between singular and plural when she sees words is special. Let the students see things and objects [...]. From the worksheets and talking and the exercises and you know we have simple things like revision. Students will know [that for] ‘they are’ [...]the noun that follows should take ‘s.’ But using the cards [...], you use this technique not for letting the students understand.

R: In third grade?

P: Maybe in first grade, but not now [...], this is like after three or five classes after I guarantee that the concept is there. Because the low achievers, which means five or six students, cannot adapt to this [...] at the same time, I do not deprive the intelligent students to let the low achievers understand. I follow up with intelligent students. Many students ask me questions and they give me notes and I give them feedback. But at the same time, I do not want to ignore the low achievers [...] in the end, I achieved my objectives. I linked the concepts to one another. The students knew the spelling of the words from repeating by talking and writing on the chalkboard.

She reached level 2 of reflectivity when she discussed using more than one sense to teach grammar.

Writing on the chalkboard but without using color chalks. I will tell you why [...]. Just write in one color. First graders are too fond of colors. The colors will distract their attention. I have five students who are crazy of coloring. I can’t guarantee that he is concentrating on colors and not on the concept itself. Maybe they will not be able to link among these concepts by using colorful chalks. The students who are good, very good or excellent, they can associate and link among concepts. But I can’t guarantee the academically weak students. Because when I write this is and I spell it on the chalkboard t h I s I s, so the students will remember the information. When they also write on the air. As you have seen in the writing lesson, they started to write without I train them.

She reached level 2 of reflectivity when she discussed the use the native language in EFL.

P: Look, when you want to start with something, the students should do it. In this way, they will start learning and taking about an idea without me telling her that the preposition is to locate places [...] because when we teach these propositions by acting, I will tell them why we use them.

R: Will you explain them in Arabic?

P: No.

R: Is it because the policy in school prohibits native language use in English classes?

P: Yes. Quite somewhat. We have instructions to not speak Arabic. Honestly, as you teach kids they learn. I will give you an example, one student wanted to go to the bathroom. Another student told him, may I go out. That what you should do. As soon as you just say the word and insist on that, it may need time. You may feel tired, you may feel nervous, too. But it will happen. The student will be on track. The issue is time and how much the student used to do something. To be honest, it makes you more tired. [Especially] if you want to use just English and you want to teach prepositions and you have just one class and you need to finish the curriculum. I will be tired too, because I will move more because I say next to and so [...] and I need to put object in a position to show the meaning of that preposition. I want to teach and assess and to attract the attention of all students. One issue is how much the teacher has the desire to make sure all the students understand. The students learn as much as the teacher has enthusiasm.

R: What instructions do you have from the school administration?

P: That we need to speak English, the students should be able to write a sentence, and present a presentation. That we should teach the students content from outside the curriculum. Honestly, this is imaginative. The teacher in private schools exercises great efforts. I keep moving. You do not know how I move from the front of the classroom to the back of the classroom. At the same time, I need to give attention to all students.

She remained at level 3 of reflectivity when she described the aspects to change in the future:

R: What would you change if you re-teach this lesson?

P: I may make minor changes. Like worksheets. They will help deepen the understanding of certain aspects.

R: Ok. What about the questions that you used?

P: I use WH-questions. But when I taught the difference between can and cannot I used yes /no questions.

The participant remained at level 2 of reflectivity in description of the assessment.

R: As I understood, you give attention to writing. What about the assessment?

P: It was through questions and answers and the training exercises. Sometimes, I gave them sentences on the chalkboard.

R: Aren't there exercises in the book?

P: Of course there are. There are pictures and sentences. The students recognized them from the photo; they were telling me that this is here because one thing was in the photo [...]. At the beginning maybe just ten students understood, and then the others started to imitate them [...], it is ok let students imitate but at the end they will learn.

Response journal

The participant reached level 1 in response to the objectives.

I achieved all the objectives in the teacher's book and I am really satisfied with my awareness of objectives.

The participant reached level 2 of reflectivity when she discussed the aspects that went well in her lesson providing reasons and justifications.

The sequence of my activities and matching them with the identified objectives helped me in teaching the objectives in the given time. Using real objects in authentic context helps a lot. In addition, the frequent feedback that I provided to the students helped me to ensure that students achieved the objectives gradually.

The participant reached level 2 of reflectivity when she reflected on time management.

Before I enter my classroom, I have a time plan for each activity. I dedicated the last 3-5 minutes to general review. It is so important to finish according to my monthly plan.

The participant remained at level 1 of reflectivity in description of the assessment.

I assessed students' learning by asking questions and answers delivered by my students and exercises, add to this the exercises in the textbook and the workbook.

Reflective journal

The participant reached level 1 of reflectivity when she described the objectives.

The students can read the new lesson having the correct pronunciation for the new words. Students are able to use the prepositions (on, in, between, under, next to) correctly in sentences describing the places of an item. Students can spell these prepositions. [...]The students should understand that colors come as adjectives some times, but I did not focus on this objective very much; I explained the concept of adjective and how we use colors to differentiate between similar items so we call them adjectives sometimes. I found it difficult to understand more than that.

The participant reached level 2 of reflectivity when she described the instructional activities.

In the first class I took some colored balls with me and I put them in different places in the classroom. I started to ask the students some questions about the balls' position while I was walking between the students and playing with my tone to encourage them to give me whatever they have [on their desk, for example]. Then, I started to answer my questions using the prepositions and write them on the board. I read the prepositions for the students. In the second class, I read the first part of the lesson on the board; I explained it to the students. I realized that it was easy for the

students to understand it since they got the main idea in the first class. After that, I asked the students to copy the first part into their notebooks and read while they were writing. We needed three more classes to finish reading and writing the lesson. The first objective was achieved. I took the same balls with me. I asked the students about the differences between the balls; they told me that their colors are the only difference between them. I told them as result we call these colors adjectives and I explained the word adjective. The other lesson I took their pencils and put them in different places and ask them about their placement.

The participant reached level 2 of reflectivity when she discussed assessment:

The assessment was done during the class during the discussion by correcting their answers and asking them other questions. The evaluation was done while answering the practice book activities. When I started the lesson on spelling, I started by writing the words on the board and pronouncing them for the students and telling them how pronounce the vowels in each word and asking them to read and write the words on their notebooks. As a result, we achieved the objectives. The students were active in class and organized since they were busy with writing or speaking with me to give me the answers.

Listening

Pre-interviews

The participant remained at level 1 of reflectivity in her description of the objectives.

To differentiate between the various animals [...] and their sounds [...], the other objective is to recognize the sound of 'u' in words such as jump, run, mug.

The participant remained at level 1 of reflectivity in her description of the instructional activities.

I will let the students listen to the cassette, and I will ask them questions. If they answered the questions, then I will know that they understand [...] in terms of the other objectives.

The participant remained at level 1 of reflectivity in her description of the assessment.

I will let the students pronounce these words with me, and then they will pronounce the words themselves and I will know that they recognize the sound.

Post-interviews

The participant remained at level 1 of reflectivity when she described the objectives.

The students need to listen and recognize certain sounds.

The participant remained at level 2 of reflectivity described the instructional activities.

I tried to facilitate my students' learning by organizing the steps I followed. I asked the students to listen to the animals' sounds, the first time without answering, the second time trying to answer, the third time I helped them in some sounds that were quite challenging for them [...]. When teaching the term 'phoenix,' I wrote some words on the chalkboard, I tried to read them for my students and let them understand that the letter 'u' is pronounced by this way when it comes in these words.

The participant remained at level 1 of reflectivity when describing the assessment.

The entire class, let's say most of the class, read the words that I have written on the chalkboard, after that I let them listen to the same words again.

Discussion

The participant remained at level 1 of reflectivity in her description of the objectives:

My objectives were that the students listen and distinguish the difference among the sounds of animals [...]. And to be able to listen [...]. I told them [...] you should listen [...]. And think and try to answer [...] that is all [...] I achieved my objectives and the students [...], with the help of the pictures [...], answered. I have been training first graders from the beginning of this semester to listen [...] so we have to be quiet and listen. When I turn the recorder on they need to listen [...], think [...], and try to find the answers [...]. I achieved the objectives [...], they answered the questions. But I thought that it would be better if I brought something myself [...]. Like download something from YouTube [for them to watch].

The participant was able to reach level 3 of reflection in response to the instructional activities with some suggestion for future practices.

I played the cassette for the first time [...]. I explained what the exercise is about for the students [...] so they knew what we would do [...] and] so the first time they listen, they start to understand a little bit [...]. They listen a second time. The excellent students may know all the answers after the second time. Then I play the cassette for the second time [...], then I start asking questions [...]. With the third playing, they already know the answers [...] I do this in listening classes. [...] The third time is for the weakest students and the information will be delivered with that listening [...]. I do not want to give them the answer. I want them to listen [...] if they now need to listen three times, maybe in the second semester they will need to listen twice [...] it is listening [...], they need to be quiet, I will ask the questions and they need to use their skills to answer [...], not all the students delivered the right answers [...] that's what happened [...]. Some of them did not recognize the sounds of animals [...], they listened but they did not know what the sound of that animal looks like [...]. After I finished the class, I said it was better if I told them what the sound of each animal looks like.

The discussion continued:

R: What will you do if you-teach the lesson?

P: I will do the same thing, I may bring an audio tape of animal sounds[...]after I watched the video, I felt that the students did not enjoy it[...]we might do this exercise but we do not take that much time and I can design another exciting exercise for them[...]but then I said it is not my problem[...]I should teach this book, and I covered the exercises here[...]but from deep inside I am not satisfied[...]my students like listening in general but they did not like this exercise[...]they were calm.

P: What class was it?

R: It was fifth class [...]it was before the second break. They usually wait for it[...]but I do not think it is the reason. Some of excellent and average students told me the lesson is not interesting.

The participant remained at level 1 of reflectivity in her description of the aspects that went well:

I liked that the students answered [...], they proved that they started becoming used to listening [... although] first graders like to move [... and] listening means quietness, just use your brain and hand to write.

She reached level 2 of reflectivity when she discussed the individual differences:

I think automatically [...]. I like that my personality is strong [...], so I know how to deal with them [...]. Starting in the first class, you know which students are active and which students have problems, which students have energy because they are smart, which students have energy without being smart [...]. If you think, you can deal with each group of students [...]. Sometimes I feel nervous. As you see in this class, I have a hyperactive student. In listening, there is no room for doing this except listening [...] he should learn to sit and listen.

The participant was able to reach level 2 of reflection when she discussed assessment:

[I assessed my students] by looking at them in general. I can guess by looking at some students. It would be clear. Secondly, the questions [...] I repeated the questions. The good students gave me feedback that they have answered. But when I asked the weak students, by this way I can know how the student understood. I played the cassette many times and by this way the student might get another chance to listen. There is no room for making more assessments than this in this exercise.

Response journal

The participant remained at level 1 of reflectivity in terms of the objectives.

The objectives are the same as the objectives that I have identified before I entered to my classroom. The school administration demands that we take the teacher's book with us to the classroom. The students listen and distinguish the difference among the sounds of animals. They need to answer the questions.

The participant remained at level 1 of reflectivity in terms of the instructional activities.

I played the cassette and I explained the exercise for the students. The students listened and they started to understand a little bit. They listened the second time. And I asked questions. I played the cassette for the third time for the Low achievers.

The participant reached level 2 of reflectivity in in response to the assessment in reference to students' learning and individual differences.

It is important to recognize that I use assessment during my instructional activities. The three times of listening is a kind of assessment for different level of students. When I look how much they filled in after the first listening I know what is easy and what is difficult for them. This helped me to support the students when needed and what kind of help and support the students needed.

Reflective journal

The participant remained at level 1 of reflectivity in terms of the objectives.

As I told you before, my objectives are developed in reference to the teacher's book. The students listen to the cassette that is about sentences which include propositions and fill in sentences with the suitable preposition."

The participant remained at level 2 of reflectivity in terms of the instructional activities.

The students listened to the cassette three times and they need to fill in the sentences with the suitable preposition. The number of students who knew the answer increased with each time I played the cassette.[...] "I used questions to check if the problem was with the pronunciation of the preposition. I as a teacher need many techniques to know what things caused their misunderstanding of the listening texts. Questions listen to their pronunciation; motivate them to listen, among others.

The participant was able to reach level 2 of reflectivity in terms of assessment.

I used questions to check if the problem was with the pronunciation of the preposition. I as a teacher need many techniques to know what things caused their misunderstanding of the listening texts. Questions listen to their pronunciation; motivate them to listen, among others

Writing

Pre-interviews

The participant remained at level 1 of reflectivity in response to the objectives.

My objective is that students write sentences with they are and it is, and to distinguish between different animals like bird, monkey, mouse, elephant, cat.

The participant remained at level 1 of reflectivity in response to the instructional activities.

I will ask them to write sentences based on the pictures on their books. Of course we will write, too.

The participant remained at level 1 of reflectivity in response to the assessment.

Their answers to the exercises by writing the sentences next to the pictures. Also, by asking questions.

Post-interviews

The participant remained at level 1 of reflectivity in response to the objectives.

The students wrote sentences using “they are” and “it is” depending on the pictures. I mean the objects in the pictures if they are singular or plural. The students distinguish between different animals’ sounds.

The participant remained at level 1 of reflectivity in response to the instructional activities.

I helped the students to write sentences based on the pictures in the textbook.

The participant remained at level 1 of reflectivity in response to the assessment.

The students’ answers to the exercises by writing the sentences next to the pictures.

Discussion

The participant remained at level 2 of reflectivity when she described the objectives.

The objective of the lesson is the ability of the student to be able to express what she can see in the picture in words. They have pictures. These pictures are used to review the learned vocabulary [...] and the student should express what is in the pictures [...]so the student should be able to say and write a full sentence. The student will use this is[...]they are[...]it is[...]these are[...].what I wanted is that the student is able to say a full sentence and at the same time, she needs to try to write it[...].to attract the student I should go back to what they learned in the grammar lesson. This exercise is like an application to the grammar the students learned [...]

She was able to achieve level 3 of reflectivity when she discussed the sequence of activities and the use of instructional aids to serve the achievement of objectives in relation to learning.

[...] I asked the students to go to the chalkboard and write. I asked the students who I doubted to know the answer. That was to check their abilities and skills to write ‘they, this, is, are,’ one student wrote this[...]another student wrote is[...].and a third student wrote the third word[...]in this way, we wrote the complete sentences[...].when I was doing the second sentence[...].a student told me that she hadn’t understood[...].honestly, an idea came to my mind at that moment[...].I told her[...].this is a friend with is[...].and this picture has one thing so the friend of this and is is this picture[...].but in the second picture because we have chairs[...].they is a close friend with are..and we have here more than one thing[...].when I corrected the exams, the student was able to answer the question about this concept[...]. All the students have written on the chalkboard [...]. I felt happy because they wrote things that I did not train them on.

She described the instructional aids that could be used and strategies for educational punishment.

Teaching “I can see” and “I cannot see”[...]first they learned it in the grammar lesson[...] the students also had pictures and they needed to express what she can see or she cannot see in the pictures[...].this concept is difficult for students[...].did you see my box that I have brought to my classes[...].I used the objects inside to teach “I can see” and if we did not have a specific object inside like pencil[...].I taught “I cannot see”[...].I believe in positive energy[...].like when I have energy I can spread it to my students[...].when you say “I can see” [...].....and then suddenly you say “I cannot see a fish” for example. [...] There is a student who asked me what is the meaning of “I can see”[...]so I thought. Oh...no...so I translated it in Arabic[...].I gave him examples and I told him its meaning in Arabic[...].I do not know if it is ok to translate it or not, but I thought he is a low achiever student[...].so I translated the word[...].then I started asking them what can you see with great focus on can[...].they gave me different answers[...].then we moved to cannot[...].they gave me different answers too[...].when they gave examples with cannot, they gave me examples from the forest like a lion, a tree,[...]one student told them, no there is a tree in the classroom. We have a tree drawn for stars [...].another thing is we did so many exercises, so I did not prepare a worksheet.[...].

The participant reached level 1 of reflectivity in her description of assessment.

[I assesses my students’ learning] from the exercise itself and the answers of the questions. I might design another activity to invest that great energy they exhibited.

Response journal

The participant remained at level 1 of reflectivity when she described the objectives.

The objective is that the student use ‘they are’ and ‘this is’ in talking about the pictures. The student should be able to say and write a full sentence.

The participant reached level 3 of reflectivity when she discussed the challenges faced during the lesson and how to deal with them in reference to the students’ learning and the specified objectives.

The only challenge that I face is that when I find students are not enjoying my class. Until now, I have not had difficulty with students’ learning because I depend on continuous assessment and evaluation and provide continuous feedback.

She added in explanations of learning through playing.

I think I should utilize 'learning through playing' more in my classes. I feel that sometimes my students are bored. I find it difficult sometimes to attract my students' attention. I will read about this. I think that the Ministry of Education organizes training courses about that but we are still at the beginning of the training course.

The participant reached level 1 of reflectivity when she responded to the assessment.

The students, the exercise in the book and my question.

Reflective journal

The participant remained at level 1 of reflectivity when she described the objectives.

I referred to the teacher's book in the identification of objectives. The objectives are that students learn to write 'I can' and 'I cannot' in the appropriate context. They also need to use them in very simple meaningful sentences.

The participant reached level 2 of reflectivity in response to the instructional activities.

We started the lesson with a review of 'I can' and 'I cannot.' [We used] examples from the class and activities that students can do or cannot do. We wrote the activities on the chalkboard and spelled them. Then we discussed some examples on the chalkboard. Those were the examples in the students' book. We discussed them using the cards provided by the curriculum. The discussion was about whether they can do something or not, if they can see something or not. Then students were asked to do the exercise in the text. We did [the exercise] sentence by sentence with each other. We wrote the answers on the chalkboard.[...]The students' answers are a great indication of their learning. As a teacher, I figure out the kind of support they need and how I can support them. The exercise in the book gave me [information on] the gaps in understanding. [And it showed me if] the students face difficulties with vocabulary, spelling or instructions.

The participant reached level 2 of reflectivity when she responded to the assessment.

The students' answers are a great indication of their learning. As a teacher, I figure out the kind of support they need and how I can support them. The exercise in the book gave me [information on] the gaps in understanding. [And it showed me if] the students face difficulties with vocabulary, spelling or instructions.

Participant Four

Reading

Pre-interviews

The participant remained at level 1 of reflectivity when she described the objectives.

The students learn the new vocabulary, the students learn the main ideas in the text, and the students answer the questions about the text.

The participant remained at level 1 of reflectivity when she described the instructional activities.

I will explain the new vocabulary. I usually ask the students to prepare the meaning in advance. I will then ask the students to read and then I ask questions to check the students' understanding. After we discuss the text, we will answer the questions.

The participant remained at level 1 of reflectivity when she described the assessment.

I will ask questions, I extensively depend on oral questions. I will observe students' responses to the questions of the textbook.

Post-interviews

The participant remained at level 1 of reflectivity when she described the objectives.

Teaching objectives. Actually, they find it difficult to learn vocabulary as you observe.

The participant reached level 2 of reflectivity when she described the instructional activities.

At the beginning of the class, I asked them if this photo is new or old. There are two photos. I asked the students and then I helped them. I tried to teach the new vocabulary while talking about the photos. I did text scanning with them; we numbered paragraphs. I gave them a word or a sentence and I asked them to find it quickly. I taught the vocabulary at the beginning so students did not need to waste their time wondering what a vocabulary item means. I gave them a few minutes to answer the questions. Then we checked the answers. I divided the text into paragraphs and wrote down a question or two questions. Then they read them and tried to find the answers.

The participant reached level 1 of reflectivity on the assessment.

The questions that I asked about the photos, about the differences between old and modern cities, [were my assessment tools]. The questions that we have before and after the text. We have also three exercises that the students need to do at home because we did not have enough time to cover them [in class].

Discussion

The participant remained on level 2 of reflectivity when she described the objectives.

I was teaching vocabulary. [...] My objective is not memorizing the words. My objective is how to use them. Sometimes, the vocabulary is mentioned and used in the exam or in the workbook, because of this, I like to show them the photo [of the vocabulary items] so they will remember them [...]. Predicting content was something new for them but they know how to scan [...]. It is necessary for them to know the new vocabulary before they start anything because

the students will be exposed to those vocabulary items in order to have an idea of what the lesson is about. Most of my students' mistakes in the exams are related to vocabulary. I checked their preparation, not for scores or anything like this. I do that because this will facilitate their learning of the new vocabulary. [...]The teacher's book suggests teaching the English meaning for each word. I teach the vocabulary but I do not really focus on the meaning itself. It is not necessary for me to teach the synonyms. If I focus on the English meaning then I put a greater burden and stress on the students. I am more concerned about their competency in using the new vocabulary in context. I think in the second semester, I will teach the synonyms that they know and are familiar with as a kind of refreshment or I can teach the synonyms that are easy for students. Sometimes I teach the synonyms but I do not focus on them."

The participant remained on level 3 of reflectivity when she described the instructional activities.

"I sometimes like to ask the students to do activities and sometimes [ask them] to express their hopes. We have a stick but it is a decorated stick. Students use it to express their future hopes. At the beginning of the New Year, I said I can use it so they can express their hopes for the New Year and they can also speak English [...]. Students like to see these things. [...] You do not know. They like to talk to express themselves. I tell you, I did not use it when I started teaching in the school but I was looking in foreign websites and I found that. I started. I cannot say I am perfect 100%. I am sure I make mistakes [...]. At the beginning of the class, I told them about the lesson, they always know there is a photo in the book; I asked them if this photo is new or old. There are two photos. This was at the beginning of the class. [...]. I asked them. This is a new photo, and is this an old or new one [city]? They answered. I asked them why. Then I asked them would you like to live in this city. They said no, [I asked] why not? Some of them said it is not a nice city. I asked what might be in the city. Some said there are diseases; other said there are hygienic services. They liked the new photo because it has a tall building. While they were speaking, I helped them if the student couldn't answer. They know I am always there to help. I asked do you like the tall building, she said yes. We compared the two photos. One of the photos has slums and the other one has tall buildings. [...] I tried to teach the new vocabulary while talking about the photos. Then I asked, do you like this city, they said no, [I asked] why and I told them that we call these slums[...]. I pointed to the slums in the photo. I informed them what our objectives were but I did not write them. I told them there is another skill, I will tell you about it later which is prediction of content[...]. I did with them [during the exercise on] scanning, we numbered paragraphs. I gave them a word or a sentence and I asked them to find it quickly. Then I told them, it is not necessary to read the entire lesson during scanning, but that we take an idea about the lesson. It is not necessary to read the entire paragraph but we can take the main ideas from the paragraph [...]. I teach the vocabulary at the beginning [of class] so students do not need to waste their time wondering what a vocabulary item means. I may ask a question and the answer includes a new word. Regarding the questions following the text, I give them a few minutes to answer the questions. Then we check the answers [...]. I follow the teacher's book in that. I ask them to read silently. But sometimes, let me tell you. After they listen to it, of course after teaching the vocabulary. I asked them which words or sentences attracted them. I noted their answers. Then, I divided the text into paragraphs and wrote down a question or two questions. Then they read them and tried to find the answers. Of course I am concerned about the questions that I asked and not all the contents of the text. Then we continue. Either we repeat the important part, the word that they do not know, or we try to check whether other students know it or not.

In addition, she justified the things she could do to improve based on her experiences.

I should focus on the general ideas in an organized way. In the same way, teaching vocabulary should be organized around the main themes in a way that motivates students to use them. I mean, there are pre-questions. I will ask the students and direct the discussion to use some of the vocabulary so the students will use them when they need them.

She also discussed using Arabic in teaching the vocabulary.

I do not say that my method is perfect, I may develop it. At the beginning, I wrote every word on the chalkboard. I tried to learn from another teacher who teaches ninth and tenth graders. She has experience in that. She told me she was like this at the beginning but then she started not to write everything on the chalkboard, she just writes the important things. Then I started to ask myself, what is important and what is not important. When you teach meaning in English, you give the vocabulary and give English meaning to it, too. If you want my point of view, the native language for students is Arabic. The supervisors come [to observe my class and] we call them inspectors. When they come, I do not want to talk about written preparation, they ask you why you talk in Arabic. My supervisor did not come yet but my first objective is that they [the students] know the meaning [of the vocabulary items in the lesson]. I can give them the English meaning; I know that some words may make things more complicated. It is nice also that they learn a word and another synonym for the word. But this is a load on the student.][...]You know I do this because I am required to do so. The objective of teaching vocabulary is in how to use this word. [...] I like to know what the students like to learn. I ask them a lot. They told me that their former English teacher gave them a paper where all the vocabulary mentioned were listed and then they can pass through the vocabulary. I will not lose time writing on the chalkboard. I will just write the word on the chalkboard. I thought also if I have exercised an effort, they should do so in return. I can choose two words for example and then I ask them to write sentences about them. The following day, I may ask them to read the sentences they wrote. I prefer they write the Arabic meaning on the book. So that when they read they found the meaning and not searching in the notebook.

In addition, she discussed the individual differences.

I have a very excellent student. She likes to read and participate but chance does not allow her to do so all the time. Sometimes I ask her to explain a short part of the text. Other students were motivated to do so too. [Even] low achievers. I asked them to read and ask me about anything they do not understand. Some lessons, I ask orally and wait

for an answer. I like to write the question to give time for low achievers to read and think. I like to ask them to bring things. We have an English committee, but there were no activities for the morning lessons. But now we do many activities.

She discussed the instructional aids.

I did not use any [cards in teaching]. The other teacher writes the vocabulary on the card and shows it to them. [...] It [using cards] is faster in teaching. It helps in drilling. And maybe in assessment too. We had a lesson about healthy food, the students were happy to bring food and photos of food. [...] I brought two cartoons and wrote on the first one healthy and on the other one unhealthy. I put some papers on the table and then a student was asked to come and pick a ticket, read it, and show it to the students. They were asked to say why it is healthy or unhealthy. They were happy with it. The other section did not bring food, I got what they already have, they started to learn from what they have.

She reached level 2 of reflectivity when she justified the assessment in reference to her students' individual differences and learning.

I depended on the questions. As you observe, I used many kinds of questions like wh-questions and yes/no questions. When I wanted to facilitate the content, I used yes/no questions so that low achievers needed to go back to the text and find the piece of information to decide if the sentence true or false. The questions in the textbook were so helpful. We have questions before [reading] the text, they helped in my pre-assessment. I will give them a test at the end of the unit so the students will study and promote their learning.

Response journal

The participant remained on level 1 of reflectivity when she stated the objectives.

The teacher's book says that the major objective here is teaching the students scanning strategies. They need to know that the introductory sentence is the key sentence. They need to guess the meaning of some words in context. I think I overlooked this.

She reached level 3 of reflectivity on the discussion of the modification of some practices suggested by the facilitator depending on the discussion of objectives.

R: What do you think about using a sheet of paper that is comprised of questions including multiple choices, yes/no questions, and open answer questions before you ask the students to silently read the text?

P: I think this will help students to read silently for a purpose. In addition to that, multiple choice questions make students focus more on details. I can assign some of the questions after the first scanning, and then other questions while reading for details. This also saves time because I do not need to write questions on the chalkboard. This will help me in addition to all the instructional activities I use for teaching my objectives.

She reached level 3 of reflectivity when she discussed the things she could change in the assessment in the future.

I think I can develop a worksheet that checks the students' understanding of the vocabulary. I mean [by using] the English synonyms. In that case, I would follow the book's instructions and address all the individual differences. I can use it to check the students understanding, too.

Reflective journal

The participant reached level 1 of reflectivity when she described the objectives.

The students learn the new vocabulary; the students get the main ideas using scanning and skimming strategies. Using those strategies, the students answer the questions.

The participant reached level 3 of reflectivity when she justified why some instructional activities suggested by the teacher's book have not been used.

The teacher's book suggests that we teach the vocabulary in ten minutes. This is so challenging. I know my students' skills and knowledge. I think I need to give more focus on teaching vocabulary. The students need the vocabulary in reading, speaking, listening and writing lessons. However, I think I can invest more worksheet time in improving the learning of vocabulary.

The participant reached level 3 of reflectivity when she discussed the aspects to change in the future with reference to the teacher's book and students' learning and their individual differences.

I have a plan to improve my students' reading skills. I check the teacher's book every time and I try to follow the instructions as much as possible. However, I need to take my students' competences, time limitations and the material I need to cover into consideration. For example, I am planning to have a quiz at the end of each month to test students' skills in reading and vocabulary. In that way, I can guarantee that my students learn more and more vocabulary. In the tenth grade, students need to work hard to learn and study the vocabulary themselves.

The participant reached level 1 of reflectivity in discussing assessment.

I focused on vocabulary. I kept asking the students about the meanings of the vocabulary in Arabic to promote their learning.

Grammar/Speaking

Pre-interviews

The participant remained at level 1 of reflectivity in her reflection on the objectives

The lesson is about relative clauses, full and reduced. The first objective is that the students use 'which' and 'that' correctly to link sentences. Next, [they need] to distinguish between reduced relative clauses and full relative clauses. [They also need] to know when to use the relative or reduced form [...]. The most important thing is [for them] to link the sentences that I will give to one another using the three relative pronouns: which, who and that.

The participant remains at level 2 of reflectivity in her reflection of the instructional activities.

I will teach it by giving them an introduction about the topic. I will write two sentences on the chalkboard separated by full stops. The first thing I will do is to tell them to look at the sentences, look at the subject in both sentences, and then use the appropriate relative clause. We will write this on the chalkboard. They have already taken this before so it will be as a review. It will not be so intensive. Of course if I found a point of weakness, I will explain more. At this point, I do not expect there will be a problem.

The participant remains at level 1 of reflectivity in her reflection of the assessment.

In terms of assessment, I will start with examples and they will give me examples too. How I will check their understanding? I will assign an exercise and they will solve it in their notebooks. We will check the answers with each other at the end [of class].

Post-interviews

The participant remains at level 1 of reflectivity in response to the objectives.

The first objective is to review the use of the second thing is that students use these relative clauses appropriately in sentences and to distinguish between their uses.

The participant remains at level 2 of reflectivity in her reflection of the instructional activities.

I introduced the topic. I wrote two sentences on the chalkboard marked by full stops. I asked the students to underline the subject in each sentence and then to join the sentences using the appropriate relative clause. We discussed the examples in the textbook and then I found that I was a little bit confused about the objectives.

The participant remains at level 1 of reflectivity in her reflection on the assessment.

[I assessed my students] during the lesson, and [using] the sentences in the exercises. I also wrote an exercise on the chalkboard. I will use the exercises in the workbook, too.

Discussion

The participant remained at level 2 of reflectivity in her reflection on the objectives.

My objectives were the use 'who,' 'which,' and 'that,' and defining relative clauses [...]. But I want to tell you something that I forgot to tell you last time. After I reviewed the lesson and another lesson that will be taught after two classes, in this lesson it is written as defining, but there [in the next lesson,] it is written non-defining. I thought that I forgot to tell students what non-defining clauses are. It is my first time teaching this book, so I do not know exactly what topics are covered. I looked at the coming lesson and then I said to myself I did not tell the students what non-defining is. Then, in the class, I told the student what non-defining means. I found it is strange that the students did not ask me what I mean by defining clauses. The students know what relative clauses are. I do not know if they know what defining is or [if they understand] 'non-' but [I explained the concept] as a reminder. In tenth grade, there is a lesson about the differentiation between the two terms 'defining' and 'non-defining' clauses.

The participant remains at level 2 of reflectivity in her reflection on the instructional activities.

I wrote examples on the chalkboard and asked questions to promote discussion between me and the students. I asked students to give examples and then we discussed the examples in the textbook. Depending on the discussion, I knew if I needed to modify my plan or add some activities to fill in the gap in students' understanding.

She reached level 2 of reflectivity in her reflection on enhancement and punishment as tools for classroom management and discipline.

I promote the student in the classroom. After the class, I speak with some students. For example, the student I told you about, I talked with her outside the classroom, she positively changed her behaviour after that and she started to participate. I told her if she tries to participate I will add a mark for her. If a student participates, at the end of the class, I tell her I am very happy because of you today. And your participation was nice today. Stay like this to improve yourself. [There are] some students I do not know how to deal with. In tenth grade, a student started to ask me about her accumulated points. For me, in terms of her participation, I thought she deserved more. She got 81%. I asked her what her average was last year in English. [I asked this] because the same material is covered in the two grades. She said, "No, I prefer not to say." I discovered then that her average was in the low seventies. Afterwards, I told her that your average is in eighties. There are many students who got higher averages when compared to the previous year. They told me when I started teaching them, do not speak English with us, instead, they wanted me to use Arabic in my teaching.

The participant remains at level 1 of reflectivity in her reflection on the assessment.

[My assessment consisted of] the questions, the discussion and the textbook' exercise.

Response journal

The participant remains on level 2 of reflectivity concerning her reflection on the objectives.

I think I failed in my identification of the objectives. I did not look at all the unit objectives and I just looked at the title of the lesson in my preparation. So, I taught different objectives than the objectives of the lesson. The lesson's

objectives are complementary parts of the unit objectives [, and those] are a complementary part of the textbook's objectives. I should have analyzed my objectives for this lesson and seen how the objectives identified match the exercises and the instructional activity.

However, the participant reached level 3 with her reflection on her linking between the instructional activities and students' learning.

The first activity aimed to show the function and the use of the definite clause. The second activity aimed to teach students the differences between the uses of those relative clauses. The third activity aimed at the students linking sentences using these relative clauses. The students first need to know, then differentiate, then use. In that way, I [can] gradually achieve my objectives.

She discussed what could be changed in the future practice (knowledge of the curriculum)

Good planning not only means looking at the lesson. It should be based on all the textbook goals and objectives. Looking at the unit as a unit. Planning depending on the students' skills and knowledge. I think I missed those elements in my preparation.

The participant reached level 2 of reflectivity in response to assessment.

The students' participation and their ability to join the sentences using the definite clause. I kept checking what things students found difficult to understand.

Reflective journal

In her reflective journal, the participant reached level 1 in her reflection on the objectives.

According to the teacher's book, the main objective of the lesson is the students changing active sentences into the passive voice.

The participant reached level 2 of reflectivity in reflection on the instructional activities.

I reviewed the tenses by discussing a worksheet that I prepared. I discussed the grammatical rules on the chalkboard. Then we discussed the examples from the worksheet and the textbook. I asked the students to do the exercises in the textbook alone and then we discussed them with each other. I asked the students to do the exercises in the workbook at home. We did not manage to finish the lesson in class. Next time we will discuss them if we have time.

She added:

Some students have difficulty with the tenses themselves. I found it challenging to teach tenses because the curriculum assumes that the students learned those tenses before but actually they do not understand the grammatical rule which means a difficulty in changing the tenses into passive voice. There are 6 students who really enjoyed the passive voice lesson. I asked some of them to help other students but I am still not sure if they really can help.

In her reflective journal, the participant reached level 2 in her reflection on the assessment.

The assessment is if the students can change the active voice sentences to passive voices sentences. However, I needed to check the students' understanding. The students learned the passive voice in the sixth grade. But I need to review it. Passive voice is very difficult for the students. I need to review the tense forms and their forms when they are changed to passive. I focused on my questions about the forms of the tenses. The subject and the objects. Those are the three main items in my lesson. I prepared a worksheet that summarizes the passive voice concepts. Then some examples that the students need to choose the correct answer for fresh review.

Listening

Pre-interviews

The participant remained at level 1 of reflectivity when she reflected on the objectives.

To listen and note extra information, the second objective is to listen and form negative questions.

The participant reached level 2 of reflectivity when she reflected on the instructional activities with some students' expectations in relation to objectives and the assessment of each objective.

I will introduce to them who will speak with whom and what they will speak about. We will read the box that includes six points. And then they will listen and note. The students will listen to the cassette and they fill in the [blanks with the] information they listened to [on the worksheet]. They will not note all the information so they can listen to it again. Then we write the answers on the chalkboard. Then we will move to the pronunciation. I will ask them what the negative question is. I expect answers with 'never, ever.' I will make them listen to the first question and I will ask a student to repeat it. The second question the same thing, I will ask a student to repeat it and the students listen until we finish with all the questions. Then I will ask other students to read the same questions. And we will write the answers on the chalkboard and we conclude by comparing negative questions, wh-questions and yes / no questions.

The participant remained at level 1 of reflectivity when she reflected on the assessment.

The students able to give extra information in the first exercise [are those I can assess as having completed the objective]. The other objective is [assessed] by students' pronunciation.

Post-interviews

The participant remained at level 1 of reflectivity when she reflected on the objectives.

To listen to the cassette and note extra information. The second objective is to listen to the cassette and form negative questions.[...]“I achieved my first objectives by 85%. The other objective is achieved through students' pronunciation.

The participant reached level 2 of reflectivity in response to the instructional activities.

I gave them instructions. I read the box that includes six points. The students listened and they took notes and they filled in the information they listened to. They wrote the answers on the chalkboard. We moved to the pronunciation. I asked them about the negative questions concept. They listened and they repeated. We discussed and compared the tone and the stress used with negative questions, wh-questions, and yes / no questions.

The participant remained at level 1 of reflectivity on the assessment.

The questions, examples, and exercises in the textbook.

Discussion

The participant remained at level 1 of reflectivity when she reflected on the objectives.

The objective for this lesson is to listen [...], note information [...], to take the information that they need in order to answer some exercises. The second thing is that there an exercise about speaking [...] Negative questions [were used] because they were the most important objectives for my lesson. To listen, [students were supposed to] distinguish the sentences they want and then do the pronunciation exercise.

The participant reached level 1 of reflectivity when she reflected on the instructional activities carried out to teach the objectives in reference to students' learning.

I didn't have a cassette, so I was forced to read the text. As I remember, I told them we are going to listen to note information. This is not the first time I did this and I put them in the context. I told them we will hear two persons talking and we will know what they were discussing. I told them that we have information here and also information here; we will add extra information to them. They should be following (laughed). For example, the girl here, in which school she studied, from which grade to which grade the school is. Then I started reading for them. Because we haven't got a cassette, I was reading. Sometimes I make my voice louder, to tell my students to pay attention. There were two persons speaking in the discussion, so I was forced to say the name of the character before each change in voice. Other times, I was repeating the same line. I did not expect that they will take all the information at the first time, I checked what they understood, then I asked them to listen again to find the information that they did not find the first time or to check what they have already found. Then, we solved the exercise. [...] The first time [the students listen], they [the students] want to listen to confirm the information that the teacher said. The teacher told the students there a man and a woman speaking. So yes. That is true. The first time they will not listen to everything, unless the student is a high achiever. But other students may have been busy with something else like sharpening their pencils.

The participant reached level 2 of reflectivity when she reflected on the aspects that went well with reasons and alternatives.

Students were able to answer some questions, they found other questions difficult. I found that it is strange for me to read to them the listening task. My reading was clear and loud and not that quick. I gave them time to write.

She talked about the change of future practice with focus on reasons.

P: The first thing [is that] I need to use the cassette. I should focus more on instructions.

R: What will you do to focus on instructions?

P: Sometimes students do not understand what is said. Maybe they thought a name was a sentence. Maybe I can give them an example of a name of a school. After we finished with the listening task, the pronunciation task came. We have negative questions here, and we have already studied other kinds of questions, I wanted to remind them of the intonations of the questions we studied. I remind them of the intonation of yes/no questions. I told them that today we will learn the intonation of negative questions. I read the examples, and when they are not sure, I repeat them again. I read all of them until we finished. Then, I asked students to read them but to try to read with intonation. I prefer that my students induce the grammatical rules. Listening is linked with speaking. Why should not I let my students listen and then have them refer to the rules?

She discussed the aspects she can change in the future.

Listening is linked with speaking. Why did I not I let my students listen and then have them refer to the rules? [...] "[I will keep] using gestures for raising and falling intonation, linking the current lesson to the previous information the students have.

The participant reached level 2 of reflectivity on assessment in reference to students' learning.

The first exercise was from students' responses and answers, and checked whether their answers were correct or not. [...] I do not find any problem with intonation. One of the teachers in the school asked me how I teach these lessons. I told her that these are the easiest lessons to teach. Students enjoy these lessons. I discuss ideas with my colleagues like we told each other that I used this method and students enjoyed learning in this way. The other teacher who is teaching tenth grade taught me a strategy for ask and answer. One student asks a question, the other student answers it, she tried that and told me that the students liked that a lot.

Response journal

The participant remained at level 1 of reflectivity when she described the objectives.

The objective for this lesson is to listen to note information to answer the exercises. The students were supposed to listen and distinguish the sentences they want and then do the pronunciation exercise.

The participant reached level 3 of reflectivity when she reflected on the activities related to the textbook with justification, relation to context, and alternatives in reference to past experience and students' learning.

I started by introducing the context of the listening activity and say[ing] who is talking to whom. This is not necessary

in real life of course because any student will be face to face with the person they are talking to. However, in the classroom, students will be listening about something without seeing it [the situation/context] with their own eyes. Thus, in the teacher's guide, it is written that the teacher has to explain the context to the student. That was for the first activity; listening to note information. The second activity was a drill. I reminded the students of other forms of questions and we revised the intonation of them. Then, I read the negative questions one by one with the students repeating after me. Then I had some students repeat the questions with the focus on intonation. When I said that some questions were difficult for the students I meant the questions in the listening and note information exercise. They had to listen and write names of schools and people, but the names were difficult for them since they were not Arabic names.

In her response journal, the participant reached level 2 of reflectivity on assessment.

It's ok. I think I got the idea. I will try to answer your questions. First of all, I did the listening [activity] as it was explained in the teacher's book. My objectives had to be related to the activities in the book itself. They were related to listening and speaking, so yes, students had to listen and note info and then listen in order to speak. [...] Another thing you asked about was if I tried to ask my students to summarize the instructions or explain what they are going to do in an exercise. YES I actually tried to do so but I got frustrated because every time I asked them to do so, they would frown with no response. The level of the students is very low. I face a lot of problems with them and since it's my first year teaching, I was expecting to feel a sense of satisfaction when I teach!"

The discussion of the facilitator's questions continued:

For these kinds of skills (listening and speaking) I evaluate my students with the exercises during the lesson and then another time at the end by asking them to summarize what we took.

Reflective journal

The participant remained at level 1 when she reflected on the objectives.

The students listen to the text and fill in the paragraph to make the story comprehensive.

She reached level 3 of reflectivity on sequences of activities and their relevance to objectives.

I played the cassette as usual three times. The first time the students listened but they did not manage to understand the details or to fill in the blanks. However, they were able to know which piece of information they needed to focus on. The second time, they started to fill in the blanks and I saw them busy writing. The last time, they started to fill in the blanks with the information they missed the first and second time. After that, we discussed the answers and we wrote the answers on the chalkboard, asking students to read the paragraph. There were two questions that students needed to answer after listening to the cassette, I asked the students to listen again and answer the two questions.

She reflected on the aspects to change in the future.

They thought that the cassette would be reading the text and not that they need to understand what they listened to and then fill in the blanks. The other important thing is that I should check to see if the students have difficulty with the vocabulary in the paragraph. Such difficulty could hinder their understanding to the listening text.

She described what went well.

The students were quiet and they were seriously trying to find the answers. As a teacher, I am more organized and each step was serving a goal.

The participant reached level 1 of reflectivity in response to assessment.

The exercise itself is an assessment of the students' understanding of the listening activity. I supported my students in repetition of some words to attract my students' attention.

Writing

Pre-interviews

The participant remained at level 1 of reflectivity when she described the objectives.

I want to teach the students to write a paragraph that uses the ideas the textbook suggests.

The participant remained at level 2 of reflectivity when she described the instructional activities.

I will teach this first with a brief discussion and then by asking students to write. I will help them when needed, especially with vocabulary and grammar. Of course, low achievers need more help and support and I will try to be available all the time to support them.

The participant remained at level 1 of reflectivity when she described the assessment.

In the last part of the class, some students will have the chance to read what they wrote. If we do not have time, I will collect the notebooks and return them to the students with feedback.

Post-interviews

The participant remained at level 1 of reflectivity when she described the objectives achieved, and the objectives that were not achieved even though they were on the plan.

The students were able to mention some ideas that could develop the ideas suggested by the textbook. However, writing complete meaningful sentences was a challenge for the students. I wanted to end with the students writing a complete meaningful paragraph. However, not all the students were able to achieve this.

The participant remained at level 1 of reflectivity when she described the instructional activities.

We discussed the ideas suggested by the textbook and the paragraph provided as a model. Some students wrote their ideas on the chalkboard. I wrote down some vocabulary on the chalkboard so students can use them.

The participant remained at level 1 of reflectivity when she described the assessment.

There was no time to evaluate students' writing. I provided some feedback while I was helping the students write down their ideas. I took the notebooks with me so I evaluate them at home.

The participant reached level 2 of reflectivity when she mentioned things to change but not with justification.

Next time, I will try to organize the ideas with the students by extended discussion. I can also ask the students to work in pairs or groups to support each other.

Discussion

The participant remained at level 1 of reflectivity when she described the objectives achieved and the objectives that were not achieved even though they were on the plan.

As I told you before, the students were able to mention some ideas about the topic that the students can use in their paragraphs. However, the students were not comfortable and they were not used to writing complete meaningful sentences. Only 5-7 students were able to end the lesson with a complete and meaningful paragraph.

The participant remained at level 3 of reflectivity when she described the instructional activities.

I motivate the students to discuss the ideas that they can use in their writing the paragraph. We also discussed the paragraph provided as a model. It was necessary to ask some students to write some sentences on the chalkboard so the students can use them in paragraph writing, I also, as you saw, encourage them to use relative clauses. I listed some vocabulary on the chalkboard that I thought the students will need in their writing.

In addition, she discussed the advantages and disadvantages of using pairs in teaching writing.

When students work in pairs and groups they can help each other with vocabulary use, grammar, organization of ideas. They encourage each other. At the end, each pair or each group produces only one piece of writing. I cannot guarantee as a teacher that some students will not greatly depend on others. Do not forget also that I need to evaluate students at the end. However, students are not comfortable in a writing class. They need and ask for support. [...] "What is important for me is that students start to learn writing skills. I think I have two options, either to let students work alone, and in that case, I may risk that some students who need help will not learn much in that lesson. Or to let students work in pairs and groups and learn from each other even though then I will not have the opportunity to assess the students individually. [...] I can also make the students exchange work in groups but with distributions of tasks.

The participant remained at level 2 of reflectivity when she described assessment.

Assessment and evaluation of writing are big challenges for me as a beginning teacher. I am trying to become familiar with the use of lists of codes for assessment, F: for fragment sentence, for example. This will facilitate the understanding of the feedback that I provide to my students. I asked a colleague about it, she said she tried it and it was so helpful but she advised me to focus only on few items in a piece of writing in order to not distract the students' attention. I think that is true somehow. But it is a challenge how to decide which items I should focus on. [...] What is important for me is that students start to learn writing skills. I think I have two options, either to let students work alone, and in that case, I may risk that some students who need help will not learn much in that lesson. Or to let students work in pairs and groups and learn from each other even though then I will not have the opportunity to assess the students individually. [...] I can also make the students exchange work in groups but with distributions of tasks.

Response journal

The participant remained at level 1 of reflectivity when she described the objectives.

The objectives as stated in the teacher's book are students writing a paragraph using relative clauses when describing persons and things.

The participant remained at level 3 of reflectivity when she described the instructional activities:

I think what I did was ok for the second round of teaching writing skills. This experience raised many questions, particularly what kind of instructional activities to use to support students with different achievement levels and various skills. I think I need to think more about students' achievement levels in writing. Writing competence needs training, time and skills. I have many students at the same section, so I need to invest the help that high achievers could offer into addressing the individual differences. I also need to think about writing competency in other language classes like reading, grammar, and speaking.

In addition, she discussed the use of pairs will improve the process of writing compared to the individual learning style the teacher used in her own classroom.

Partner work is good in my class. This allows students to help each other. High achievers will feel that they are more motivated to help other students.

The participant remained on level 1 of reflectivity when she described the assessment methods.

I will read what students write at home. I will score their work.

Reflective journal

The participant remained at level 1 of reflectivity in her description of the objectives.

My objectives were the same objectives stated in the teacher's book. This time students needed to write two paragraphs. The advantages and disadvantages of living in small cities.

The participant remained at level 2 of reflectivity in response to the instructional activities.

First, I was preparing students for this lesson with the first lesson in the unit. I was focusing on ideas that students need in this lesson. I really remember our discussion last time; I tried to do that as much as I could. I followed the teacher's book's instructions in teaching the lesson. [There was a] discussion of the models, ideas, and then [I wrote] some ideas on the chalkboard and asked students to read.

She discussed the use of keywords on the chalkboard to support individual differences.

I have some students who have great difficulties in writing complete meaningful sentences, so imagine what kind of challenge I have in motivating them to write paragraphs. In addition, some students are so good in writing and they quickly learn. I tried this time, as we discussed before, to ask students to work in pairs. It was helpful. Each one of them came up with her own writing but they were discussing and helping each other.

The participant remained at level 3 of reflectivity in description of the assessment.

The paragraphs written by the students give me a deep understanding of their writing skills. [...] There was no time to do the assessment and evaluation in the classroom. So I read the students' writing at home. However, during our discussion, I provided feedback and I assessed students' learning. This kind of assessment and feedback are highly significantly for students' learning and competence development. I have a problem in making any summative assessment at the end of my class due to time shortage."

7.5.3 Question Number Three

Participant One

Table 17 shows types of knowledge, as demonstrated by Participant One, that were extracted from data collected by pre-interviews, post interviews, discussions of classroom observations, and journals.

Reading/comprehension			
Activity	Content knowledge	Pedagogical knowledge	Pedagogical content knowledge
Pre-interviews	Identification of the objectives Teaching new vocabulary and information about the scientist mentioned in the text	Students' participation as a tool for assessment	Reading the text to understand the details and explain the vocabulary
Post-interviews	Identification of objectives The students locate some countries on the map, the students learn the new vocabulary	The textbook as an instructional aid	Reading the text, translating it, and asking the students questions about the text
		Asking questions as assessment	Acting to explain difficult/abstract vocabulary
Discussion	Objectives The students learn the new vocabulary, information about the scientist mentioned in the text	Attracting the students' attention is important in learning	Reading the text while the students followed, then the participant explained the text and asked questions
		Learning a vocabulary item includes its meaning, pronunciation, and spelling,	Reading and explaining every single word in the text was the best way to teach the text
		Instructional aids	Acting to explain the new vocabulary
		The students' abilities are weak, skills and knowledge are lacking	Acting to explain the new vocabulary
		Time is limited to get everybody involved	Asking wh-questions to check comprehension
		Question as a general method used in assessment	Teaching the vocabulary by teaching the context of the vocabulary, the use of the vocabulary, and the spelling of the new vocabulary
		Classroom management by organizing answers	Using drills in teaching vocabulary are time-consuming
		Misbehaviors are: standing and answering without permission, talking, annoying each other.	Using silent reading for students to elicit information from a the reading text
		Involvement of low achievers in the activities reduces their misbehavior.	The students do not learn the ideas in the text by asking and answering questions about a text
		Time limits the involvement of low achievers	Teaching vocabulary during loud reading of the comprehension text
Response journal	Objectives The students learn the new vocabulary, some information about the scientist mentioned in the text, the students answer questions about the text		Translation to Arabic in teaching comprehension text
			Teaching vocabulary and text while taking individual differences in consideration by asking on specific items
		Questions and students' participation as tools for assessment	Translation of new vocabulary and the text to the mother language to teach vocabulary and the comprehension text
	Classroom control and management. Abandoning and eye control as strategies for classroom management	Conclusion: Students listen, read and then try to find answers	

		There are individual differences. Students have different learning styles	Conclusion: Silent reading enforces the skill of finding information
		Questions and acting in teaching attract students' attention	New vocabulary is taught using examples and acting
		Reinforcement and individual differences could be invested for more participation	pronunciation and spelling
		The students' participation is an important indicator in the assessment process	Loud reading improves
		Motivation is important in learning	
		Instructional aids like posters and PowerPoint are helpful in teaching and facilitate learning	
		Focusing on details to help the students understand the lesson	
		The students need more time and support to understand the lesson	
		Using Arabic for teaching	
Reflective journal	Objectives New vocabulary about weather, find specific information in the text, different climates	Questions as an assessment tool	Writing the new vocabulary on the chalkboard, playing the cassette then asking questions
	Using the new vocabulary in meaningful sentences	Classroom management is managed by clear instructions, punishment procedures and firmness	Using the native language in the EFL lesson. Time limitations make it necessary to use Arabic for translating the text and new vocabulary.
		Description of methods that can keep students' attention	Instructional aids: Using examples, pictures, and acting to explain the new vocabulary. Using flashcards helps in learning the new vocabulary
		Time is limited to use English in teaching. If English is used exclusively, the students do not understand Using Arabic helps low achievers	Relevance of two skills (loud and silent reading) to serve the general goal of the lesson.
Speaking/Grammar			
Pre-interviews	Objectives Past continuous	Instructional aids: chalkboard, books, laptop	Using Arabic to explain the concept. Even though the use of Arabic is not a good practice in teaching EFL
Post-interviews	Objectives Past continuous	Questions and examples as assessment strategies Problems in classroom management	Examples in Arabic and then examples in English to explain past continuous Discussion of examples and asking questions about past continuous
		More examples are needed to give more students the opportunity to participate	
		Using Arabic is not a good practice	
Discussion	Objectives Past continuous as: Past tense form of the verb "to be" (was/were) + infinitive verb +ing	Instructional aids: laptop and the textbooks	Using Arabic to familiarize students with the topic Using the mother tongue to teach EFL when the participant did not know how to introduce the lesson Teaching strategies did not succeed

			if Arabic was not used
		Questions, examples and student participation, students' book exercises as assessment	The students will not understand when using FL strategies Difficult to explain grammar using English
		Classroom control was a challenge	
		High achievers are the only ones who were able to understand and achieve the objectives	
		Using instructional aids to address individual differences	
		The "problem" was in the students as learners	
Response journal	Objectives Past continuous	Instructional aids: the computer. PowerPoint to attract students. Books and PowerPoint as instructional aids	Starting by asking in Arabic, writing the grammatical rules on the chalkboard, writing examples, discussion of the examples in the textbook, doing the exercises
	The teacher's book listed many objectives that cannot be achieved in one class	Questions as an assessment strategy. Asking questions orally to elicit answer. Workbook for practice and assessment	Workbook for the assessment of individual differences for certain grammatical concepts
		Time management	Using Arabic intensively in teaching grammar to help the students understand the learning objectives
		More time is needed for assessment	
Reflective journal	Objectives The difference between past continuous and simple past	Instructional activities: examples written on the chalkboard and discussion of them.	Mother tongue in teaching grammar: focus on the grammatical concepts and rules Translation of examples. It is difficult to discuss grammatical concepts using English
		Assessment methods: questions and examples in the workbook	Discussion of examples as an instructional strategy Comparison of two tenses
Listening			
Pre-interviews	Objectives Fill in the blanks with suitable words	Instructional activities: Students listen and fill in the blanks	Explanation of the words that students need to fill in the blanks during the listening exercises
		Students' answers and participation as assessment strategies	
Post-interviews	Objectives Complete the sentences with suitable words	Students' answers and participation as assessment strategies	Translation the list of words to facilitate learning
		Time limitations	Asking questions to know if the students know the meaning of the words
Discussion	Objectives Listen and complete the sentences	Revision of students' knowledge and skills	Listening to the sentences to figure out the missing words and then complete the sentences with the missing words. The participant read instead of playing the cassette and asked the students about the meaning of words.
	Knowing a word means knowing its meaning, spelling, and pronunciation		Using cards to teach reading and the spelling of a vocabulary item
		Participation is an indication of learning	Knowing the meaning leads to use the vocabulary

		There is no time to give students time to think and do the exercises by themselves before they are discussed.	Assessment by asking about the meaning
		Groups or pairs does not work with low achievers	Teacher reads and then asks about the meaning
		It is normal to make mistakes while learning	Difficult words are taught by acting
		Stress the mistakes so students know there is a mistake or error	Teaching vocabulary by giving its meaning in Arabic
		Conclusion: If students work in pairs they may learn from each other	Students were supported in speaking by the participant's questions
		There are some "difficult words" for students to learn	Grammatical mistakes are tolerated in speaking activities
Response journal	Objectives The students listen to the cassette and fill in the blanks-main objective is listening for gist	Using more teaching aids	Examples of different sounds with similar spelling
		Working in pairs is helpful	The participant read the complete sentences, explained the meaning, and the students filled in the blanks
		Clear instructions is necessary for learning	Using the cassette in the reading lesson to concentrate on listening
		Misbehaviors could be reduced by group works or partner work	Using flashcards could help students in learning the reading and the spelling of the new vocabulary words
			Suggested change: playing the cassette three times as each time serves a purpose Playing the cassette for the first time, students listen only, students listen for the second time and fill in the blanks. Answers are then compared and discussed; pairs or groups could be organized for comparison.
Reflective journal	Objectives The students listen and order the sentences to put together a story	Questions and using cards to attract the students' attention	Revision of some vocabulary before teaching listening skills was important to review previous knowledge of the vocabulary Translation to Arabic helped in familiarizing the student with the content
		Verbal questions, students participation, textbooks questions for assessment	The relevance of two skills (silent reading and listening) to serve the general goal of the lesson
		Classroom management is greatly important in the listening lesson	
		Students' answers and participation as indicators of learning	
Writing			
Pre-interviews	Objectives Using the exclamation mark	The textbook's questions as assessment tool	Teaching the learning objectives by explaining the sentences included in the exercises and asking questions
Post-interviews	Objectives Using the exclamation mark	Pictures in the textbook and cards as instructional aids	Explaining in Arabic. Asking students to look at the pictures. Asking about the persons in the

			pictures.
		Participation was acceptable even though there was a limited number of students who participated	
		Some of the students never learn	
Discussion	Objectives Use the exclamation mark in context	Cards, pictures, and acting as instructional aids	Teaching the skill of ordering a paragraph with the question: What comes next?
	The students need to order the sentences to complete a story	Working in pairs, students help each other	
		The questions, examples and the exercises in the student book and the workbook were used to teach the objectives	Discussion of some examples, using Arabic to explain the examples Arabic could be used to support students' learning of the language
		Instructional aids are used without purpose	Difficult words are used in the sentences that are an obstacle to students' learning. The exercise did not match sixth grade skills and abilities.
			Pictures are helpful to discuss the ideas
Response journal	Objectives The students learn when and how to use the exclamation mark in context	The students work in pairs to discuss the order of the sentences in the paragraph	Teaching writing by asking questions. The students responded and implemented the knowledge they gained in using the exclamation mark
		Questions as assessment tool	Re-teaching the vocabulary to facilitate students' learning
Reflective journal	Objectives The students use the question mark, exclamation mark, comma and full stop correctly.	Students work in pairs to exchange ideas The students worked individually and then compared their answers and discussed them and come to an agreement	Writing examples on the chalkboard, asking the students to use the punctuation marks. Explanation of the use of each of the punctuation marks in Arabic, asking the students to do the exercise in the book.
			Explanation of the use of each of the punctuation marks in Arabic so all the students could understand the cases for the use of each punctuation mark.

Table 17: Types of knowledge, as demonstrated by Participant One

Participant Two

Table 18 shows types of knowledge, demonstrated by Participant Two, which were extracted from data collected by pre-interviews, post interviews, classroom observations, and journals.

Reading /comprehension			
Activity	Content knowledge	Pedagogical knowledge	Pedagogical content knowledge
Pre-interviews	Objectives The students understand the text and learn the new vocabulary	Assessment by asking questions, and the students' participation	Teaching the objectives by writing the title, discussions of ideas by asking pre-questions about the photos, and listening to the cassette
Post-interviews	Objectives The students learn the new vocabulary; the students understand the text and the main ideas in the text.	Assessment by asking questions	Knowledge of vocabulary and grammar facilitates understanding the text Understanding the text is to read, know the meaning, and understand the grammar and the context
		The students' answers are indicators of their understanding	More focus on the vocabulary including asking about the meaning of all the words is needed

		The individual differences were addressed by asking different questions	Teaching the text by reading it, and writing questions for students whose listening skills did not meet the required level
			Assessing the students' ability to read, answering the questions about the content of the text (finding information)
Discussion	Objectives Students learn the new vocabulary and understand the text	Holding the book all the time means lack of confidence	Teaching the objectives by writing the title, comparing between the ideas, using the pictures in the book, and playing the cassette
	Vocabulary learning includes learning its meaning, pronunciation, and spelling	Different strategies to deal with classroom management and control Eye contact is important	Difficulty with dealing with long comprehension text in limited time using English
		The low achievers caused a loss of time during teaching.	Things to change: concentration on different reading skills by explaining the text sentence by sentence and assessing understanding, translating the main ideas, and writing the new vocabulary on the chalkboard Teaching the vocabulary by explaining the vocabulary while reading the text, asking about the meaning of the new vocabulary (with the help of the dictionary and context)
		Assessment by asking questions Observing the students' participation.	Teaching vocabulary by listening and then reading helped the students know how it is written after the students learned the pronunciation
		Hesitation about what to teach within the given time	Assessment using questions was centered on the three main ideas in the text
		Talking with the facilitator helped the participant have a mental image of the lesson/s activities	The students tried to think about the text using the pictures that were certainly related to the text
		Partner and group work have advantages and disadvantages. Students benefit from each other when they work together but they create chaos.	Teaching the vocabulary while teaching the text The text could be divided according to the ideas Teaching the text by asking questions about the three main ideas in the text
		Teacher had no idea about classroom routines	The suggested change: Questions should be written before the students read the text, which allows the students to look for the answers while they are listening and reading. Low achievers may start to relate the words written in the questions to the words in the text that could guide them to the answer
		Individual differences could be attended to by different tasks and questions	By asking students to look at the pictures, students started to guess the ideas in the text
		The teaching methods suggested by the teacher's book address one level of students	Conclusion: Teaching the vocabulary while teaching the text distracted the flow of reading comprehension
		The text was so long so that there was a possibility that students felt bored	The teacher did not understand why the students did not answer her questions after she explained the paragraph word

			by word
			Silent and loud reading were used to teach a comprehension text
Response journal	Objectives The students learn the new vocabulary; the students get the main ideas of the text, and students answer the main questions about the text	Conclusion: Using group work and partner work helps low achievers	Teaching the vocabulary while teaching the text. Students started to focus on the vocabulary and did not follow the ideas and the discussions. In general, the students do not need to understand all words in the comprehension text
			Conclusion: Teaching the vocabulary first, asking the students to work in groups and encouraging them to speak only in English. Asking the students to underline the new words which make the students focus more and encourage their learning of the new vocabulary in context.
Grammar /speaking			
Pre-interviews	Objectives The students learn when and how to use simple past and past continuous	Asking questions for assessment	Discussion of examples on the chalkboard and textbook to teach the tenses
Post-interviews	Objectives Teaching when to use two tenses Joining the sentences using two conjunctions	Using the book and the chalkboard	There was a difficulty of teaching the concepts as the teacher did not check the students' previous knowledge Asking students to join the sentences using conjunctions but needing to reteach the concept of two conjunctions. Real examples to differentiate between the two tenses. Writing the grammatical concepts on the chalkboard.
		The time was limited for assessment and to cover all the material assigned to be taught in a given time	
Discussion	Objectives The students learn the simple past and past continuous and the difference between them in terms of use and the structural form. The students join sentences that include simple past and past continuous using conjunctions	Things to change: Check previous understanding and knowledge	Real examples to differentiate between the two tenses. Starting with examples in Arabic
	Misconception of the use of past continuous discovered after a comment by the facilitator and consulting a reference	Assessment by asking questions and doing the exercises in the workbook	Discussion of grammatical examples written in the textbook on the chalkboard and discussing them with the students
		There was no way to ensure that the concepts were well received by the students	Students were asked whether the solutions were true and why depending on the content they learned
		Linking the textbook with the chalkboard	The necessity of checking the previous knowledge learned by the students about the two tenses before asking the students to join sentences using conjunctions.
		Students worked individually	Things to change: Worksheet with five

			examples to check the students' previous understanding
		Sequence of knowledge introduction – previous knowledge and then new knowledge	Things to change: Explaining when and how to use each tense, asking the students to give examples, then asking the students join two sentences that included simple past and past continuous using conjunctions
		Arabic attracted students' attention	Most of the communication was Arabic, which is unacceptable Students language skills were the determinant factor in using Arabic It is difficult to teach grammar using English language because students' conversations and listening skills were weak Students do not learn if only English is used to teach grammar.
Response journal	Objectives of differentiation between two tenses: simple past and past continuous	the general understanding was checked by asking questions	Explaining the grammatical concepts using real examples and using the examples in the textbooks
	The students formed sentences using the two tenses	More precise instructions are needed	Assessment was by asking the students to fill in sentences with the suitable tense.
	Teacher had a misconception of the difference between the two tenses		Things to change: giving examples of each tense separately and then the two tenses were used in one sentence
	The participant had misconception in terms of grammatical structures “the concept of past continuous.”	Difference between assessment and evaluation. Evaluation was neglected.	Real examples served to show the differences between the two tenses, and they were asked to join sentences using conjunctions
			The participant's role was to provide context and function of each tense The students' role was to use the tenses properly
Reflective journal	The identification of the objectives in reference to the teacher's book: the students learn the structural forms of simple present and present continuous. The students learn the difference in the function between the two tenses.	Questions, students' participation and the textbook's and workbook's exercises.	Assessment of each objective's language element by questions and exercises
			Starting with examples of the simple present and then present continuous. Then the students filled in the sentences with the suitable tense. Discussion of answers
			Things to change: asking students to review some knowledge that they previously learned. Focusing on main components of simple present to save time.
Listening			
Pre-interviews	Description of objectives The students listen and order the sentences The students circle the word they hear and repeat it	The students' answers and participation as tools of assessment	Sequence of activities used to teach the objectives: asking the students and sometimes explaining the sentences in Arabic, then reading instead of playing the cassette, first reading slowly and

			loudly and stressing some words when needed and asking the students to answer
Post-interviews	Description of objectives The students carefully listen and then complete the sentences	Questions, students' participation, and the exercises in the textbook as tools for assessment	Description of the sequence of the activities used to teach the objectives: Asking and explaining the sentences in Arabic to ensure understanding
		Conclusion: the logic behind the teacher's book suggestion that students do all the exercises alone first	Listening implies integration of other competences like reading and speaking.
			Addressing the individual differences by reading instead of listening to the cassette and do sentence by sentence.
Discussion	Description of objectives The students listen and then fill in the sentences to meaningfully order the sentences	Verbal questions and the exercises as tools of assessment	Asking about the Arabic meaning of some words and explaining the sentences in Arabic to check if the students understood the meaning of sentences before the students started.
			Reading instead of playing the cassette sentence by sentence and then checking the answers The students do not feel comfortable with the cassette speaker's British accent. Instead, the participant read slowly and made more pauses even though the participant has never tried to play the cassette
			Conclusion: The students need to listen three times: the students first get an idea of the instructions and the exercise. Then they fill in the blanks in the first exercise and order the sentences in the second exercise. The last time they check their answers and check to see if they are confused with an answer.
			Translating the meaning of the words did not give the students the chance to try to remember the meaning of individual words or to understand the sentence as a context. It was easier for them to answer sentence by sentence and then the available words for selection became more and more limited every time.
			Discussion of the sequence of the instructional activities that were used to teach the objectives with reasons for their use
Response journal	Objectives in reference to the teacher's book The students practice and order the sentences, fill in the blanks and choose the correct answer in the book	The time assigned for each exercise was limited. The participant did not manage to finish all the exercises in one class	Things to change: the students listen to the cassette three times with clear purpose and instructions. Instead of translation, more time or repeating some sentences is necessary if they have difficulty with them. Waiting for students to ask for help in finding the meaning of certain vocabulary
		The clear instructions could limit both tension and confusion in listening lesson	With experience, teacher's book instructions as a guiding reference should be considered. For example, using the cassette, it is important to listen to the native speakers' accent, developing students' listening skills.

		Time was limited to cover the objectives proposed by the teacher's book	Discussion of what other skills related to listening and their relevance to students' learning and the sequence of activities that could be designed to achieve the activities as stated in the teacher's book.
		Feedback depends on the assessment and the students' answers	Integration of skills: ensuring that the students are prepared to listen from the time of the reading and the speaking lessons The listening lesson was strongly related to the reading and the speaking lessons. The first lesson would be a focus on vocabulary; the speaking lesson should be a focus on the grammar
		The assessment should be invested to adjust the instructional activities to meet the objectives and offer support.	
Writing			
Pre-interviews	The objectives Students write a meaningful paragraph	Checking students' work while they are writing.	Teaching writing a paragraph by discussing the model paragraph and then asking the students to write a paragraph
		Offering support and feedback when needed	Evaluation and assessment of students' paragraph including structure, vocabulary, and the use of punctuation
Post-interviews	The objectives Students write a well-organized, understandable paragraph about themselves and about another person		The discussion of the paragraph model in the textbook. The students used the paragraph as a guiding example during their writing. The students modified the ideas in the textbook to write about themselves
			Evaluation and assessment: the paragraph written by the students including the important elements in writing
Discussion	Objective The students write a paragraph that compares their life to that of the character described in the textbook	Planning the instructional activities in the specified time	Students can take the model text as a reference when they write
	To write, the students need to know: what is a paragraph, how do you link ideas to one another when they are similar, vocabulary, and grammatical structure.	No time for in classroom assessment	Teaching the objectives by asking questions about the model paragraph. Writing the ideas on the chalkboard, and then reading the questions and asking the students to develop the ideas
	The students use the grammar they learned in writing	the questions about how to start writing and about the instructions asked by the average students and the low achievers caused stressful situation to the participant	Writing ideas for low achievers. There was a possibility that some students did not know how to start or what ideas they could use
		Explaining instructions was important in the success of the learning objectives	Evaluating students' writing using symbols for different mistakes including structure, spelling, and sentence structure
Response journal	The objectives identified in reference to the teacher's book	Clear instructions were an important factor in the lesson's success	The challenge was how to make students discuss ideas, write, and assess their writing in the given time, given that students' writing skills did not meet the expected level

		Time limitation to cover the lesson is the given time	The option to change the task to match the time and the ease of the lesson flow: writing about two characters, discussion of the ideas on the chalkboard
		Focus during the assessment on the previous knowledge discussed in the previous units	The students needed support in vocabulary, the paragraph as a unit, and developing the ideas
			Using group work or partner work is good to develop writing skills for the exchange of ideas
			Writing is related to other skills. The students needed grammar and vocabulary to write. Focus on other skills should, in one way or another, also develop students' writing skills.
Reflective journal	Objectives The students write a paragraph, describing a day using simple past and past continuous	Questions and the paragraph that students wrote were tools of assessment	The sequence of activities related to the learning objectives Discussing the sample in the textbook with focus on the structure of the paragraph. Asking all the students to write using the ideas listed on the chalkboard.
			There was a need to develop the questions in the writing lesson which could save time and develop the quality of the writing

Table 18: Types of knowledge, as demonstrated by Participant Two

Participant Three

Table 19 shows types of knowledge, demonstrated by Participant Three, which were extracted from data collected by pre-interviews, post interviews, classroom observations, and journals.

Reading/Comprehension			
Activity	Content knowledge	Pedagogical knowledge	Pedagogical content knowledge
Pre-interviews	Objectives The students learn the new vocabulary in the context of the garden, their meaning, pronunciation and spelling	Checking the students' understanding step by step. Textbook exercises to be used as instruments for assessment	The students listen to the cassette and then focus on every single vocabulary item. The students practice the pronunciation, writing, spelling of the new vocabulary and use them in context
Post-interviews	Objectives The students learn the new vocabulary (meaning, spelling, and pronunciation) about the creatures in the garden	Continuous feedback	Verbal questions, drills, and the exercises in the textbook to assess students' learning of the language items
		Using objects, drawings and flashcards to teach the vocabulary	
Discussion	Garden concept and related vocabulary The students understand the concept of the garden and the new vocabulary	Singing to break routine, motivating students to answer, refreshing the learning of the previous lessons and address the different learning styles among students	Instructional activities to achieve the objectives Using objects, drawings, and flashcards to explain the new vocabulary. Singing songs associated with these creatures that live in the garden. Explaining the same concept in different manners to address different learning styles. The students read the vocabulary, with support learning how to spell the word first
		Questions to address different levels of students. Details of how the participant gave attention to low achievers.	Flashcard exercise to assess learning of reading the vocabulary (read the word, say it, and then spell it)

		Three levels of students	
			Talking about the objects and the living things found in the garden
		Individual differences: the students have different styles and abilities; the focus was on the students who cannot keep up with the teacher (participant)	Things to change: Development of conversation by asking more verbal questions about the content. This needs more time. One class to introduce the vocabulary and another class to let each student ask and answer More opportunities for students to practice the language
		To address individual differences, the participant repeated, asked to know how the students knew to build on that	The participant needed help in knowing how to make all the students read and pronounce them well
		Things to change: bring more tangible things	
		Satisfaction with achieving objectives, classroom management, and breaking the routine	
Response journal	Objectives The students learn the new vocabulary in the context of the garden	Using the chalkboard, flashcards and pictures to foster learning of the vocabulary	Description of the assessment of each objective within the instructional activities
		Assessment of the objectives' steps by taking steps to provide feedback when needed	Comparison of what the teacher's book specifies and what has been taught in the classroom in terms of the instructional activities and objectives
	Learning the objectives was achieved	Using the teacher's book as reference for instructional activities and objectives	Justification of things to change in reference to the students' individual differences and the objectives
		Homework fostered the learning of the objectives	Using pictures or drawings or showing the object and at the same time pronouncing the word and asking the students to repeat and then asking: What is this? The students answered with the word. Then writing the word on the chalkboard and asking the students to write the words on the chalkboard at the end of the class. It was the sequence suggested by the teacher's book
		Matching between the objective and the sequence of the instructional activities	Focus on some words that were difficult for the students by using the instructional aids and their frequent use
Reflective journal	Description of the objectives in response to the teacher's book: the students learn vocabulary related to beach	The assessment was continuous	Showing an image or an object and at the same time pronouncing the word to teach the pronunciation and then the teaching the reading of the word
		Assessment of the students step by step to provide feedback when necessary	The students needed to correctly pronounce the word, in the next step the students needed to know the meaning and the spelling of the word while the words were written on the chalkboard.
Grammar/Speaking			
Pre-interviews	The objectives The students use "it" and "they"	Assessment by verbal questions and answers. Observing students' answers and reactions to provide proper feedback when needed	By giving real examples, the students learn the difference between the two pronouns. Using the listening skill by asking verbal questions and writing examples
Post-	Objectives		Questions and the textbook's exercises

interviews	The students use “it” and “they” and the students learn the difference between them		designed as a tool of assessment of the use of “it” and “they”
		Verbal questions after the introduction of every single concept. The exercises to assess the students’ learning	Authentic examples from the classroom. Using objects to explain the concept of plural nouns and singular verbs and then the concept of singular verbs and plural nouns. Clarifying that plural nouns go with plural verbs and the singular nouns go with the singular verbs by giving examples
Discussion	The objectives.	Assessment by asking questions	Methods used to teach the objectives with reasons for the choice of method as it was a challenge to teach such objectives to students at this age
	The students distinguish between “this is” and “these are” and “it is” and “they are.”	Questions and answers and the exercises, sentences on the chalkboard	The investment of the use of “sight” and “hearing” in teaching kids. Integration of listening and reading skills in the speaking lesson.
		The worksheets deepen understanding and learning	Using listening and speaking for teaching grammar was easier than using writing and colored chalks
		Parents should help in teaching kids at home because the teacher cannot give enough attention to every single student	Using wh-questions when teaching the pronouns and yes/no questions when teaching the difference between can and cannot
		A challenge to teach these concepts for the first grade	Explaining the concepts using objects that the students were familiar with while using some vocabulary to further improve students understanding
		Using drills, questions, and the workbook for assessment	Integration of listening and reading to teach grammatical concepts
			The students learn the spelling of the word by repeating and writing the word on the chalkboard or in the air
			Linking the concept of use of this with the concept of these.
			Arabic is not allowed to be used in EFL classroom. language can’t be learned if not practiced
Response journal	The objectives were identified in reference to the teacher’s book	Using real objects in authentic context helped a lot	The sequence of the instructional activities and matching them with the identified objectives in the given time
		The frequent feedback to the students helped ensure that the students achieved the objectives	
Reflective journal	The objectives: The students read the new lesson with the correct pronunciation of the new words The students use the prepositions (on, in, between, under, next to) correctly in sentences describing the places of an item	Singing motivated the students	The text was divided into parts that were copied, read, and discussed by students
	The concept of adjective and the use of colors to differentiate between the	Assessment by means of asking questions and answering followed by	Using the balls in different positions and writing the preposition on the chalkboard while asking the students about the position

	similar items	feedback provided by the participant	
	The students describe the position of an item using a preposition	Evaluation using the workbook	For the adjectives, asking about the differences between the balls, answers were colors, then the participant explained that the colors are adjectives
		The assessment was during the discussion by correcting the students' answers while asking them other questions. The evaluation was done when answering the practice book activities.	Using colored balls in different places in the classroom. Asking questions about the balls' location. Then answering questions using the prepositions and writing them on the board. Reading prepositions for the students. Reading the first part of the lesson and explaining it for the students. Asking the students to copy the into their notebooks and read while they were writing.
			Correct spelling of prepositions by writing them on the chalk board, spelling them, and writing them down on the notebooks
Listening			
Pre-interviews	Objectives The students differentiate between the various animals and their sounds, students recognize the sound (phonetics) "U" in words as jump, run, mug	Assessment by students' answers	The students listened to the cassette, and the participant asked questions to achieve the objectives
	The students recognize the sound "U"		To teach the students to recognize the sound "U" in writing, writing some words on chalkboard, and reading the words while the students repeated
			The students pronounced the words was an indication of achievement of learning
Post-interviews	Objectives The students need to listen and recognize certain sounds.		Asking the students to listen to the animals' sounds, the first time without answering, the second time the students started writing their answers down, the third time, the participant helped the students in recognizing some sounds that were quite challenging for them. When teaching phoenix, and the sound "U", some words were written on the chalkboard, read aloud for the students, and this helped them understand that the letter "U" is pronounced by this way when it comes in these words
			Assessment: most of the class read the words written on the chalkboard, then they listened again to the same words
Discussion	The objectives: The students listen and distinguish the difference among the sounds produced by some animals	Other exercise serving the same objective would be designed to help students enjoy the learning	Playing the cassette, first explaining the instructions. The first time, the students listened and started to understand a little bit. The second time, The excellent students knew all the answers. The third time was mainly to support the low achievers Teaching by playing the cassette, explained what the ex. is about, played the cassette for the third time so students start answering
	Enhancement and punishment depending on the context	It was difficult for the first graders to sit and remain quiet and listen The participant's strong personality helped in	Listening skills are developed over time

		classroom control and management	
	Assessment is performed by the students' interaction, verbal questions	Motivating students: verbal praise, smiling, and clapping Things to change: Finding a way for students to enjoy the listening lesson	Things to change: give hints for answers before the exercise to improve learning
	Questions and taking in consideration students' reactions (Face impressions)		
Response journal	Objectives	Assessment during instructional activities	Playing the cassette and explaining the exercise for the students. The students listen and they start to understand a little bit. They listen the second time. Asking questions. playing the cassette for the third time for the low achievers
	The students listen to and recognize different sounds of animals.	The objectives are the same as the objectives that were identified before teaching the lesson. The school administration demands taking the teacher's book to the classroom.	Three opportunities for listening is a kind of assessment for a different level of students. This helps in supporting the students when needed and what kind of help and support the students need
Reflective journal	The objectives were developed in reference to the teacher's book: The students listen to the cassette and fill in sentences with the suitable proposition		Using questions to check whether the problem was with the pronunciation of the preposition or the understanding of its meaning
			The students listened to the cassette three times and they needed to fill in the sentences with the suitable preposition. The number of students who knew the answers increased with each time the cassette was played
Writing			
Pre-interviews	The objectives: The students write sentences with "they are" and "it is", and distinguish between different animals like bird, monkey, mouse, elephant, cat by recognizing their sounds.	Using the objects in giving examples	Integration of listening in teaching writing
		Assessment by asking verbal and written questions and the students' participation, the exercises by writing the sentences next to the pictures.	By giving examples, the students knew that "it" stands for singular and "they" stands for plural. The examples were written on the chalkboard
			Asking the students to write sentences based on the pictures on their books.
Post-interviews	The students write sentences using "they are" and "it is"	Assessment: the students' answers to the exercises by writing the sentences next to the pictures	Supporting the students in writing sentences based on the pictures in the textbook by asking questions
	The students distinguish between animals' sounds produced by a bird, a monkey, a mouse, an elephant, a cat		
Discussion	The objectives: The students describe the	Check what students know to build on that	The pictures were used to review the vocabulary. The students looked at the pictures,

	pictures in complete meaningful sentences		talking about them and then writing full sentences. To motivate the students, the participant used questions, and the students answered in full sentences. Many students participated by writing one sentence on the chalkboard
		Assessment using questions and answers, exercises, and the students' participation. Evaluation by exams	Using the grammar concepts the students learned to help them write full sentences
		Punishing misbehavior using different strategies depending on the student's achievement level including preventing them from answering	Checking the students' abilities and skills to write key words on the chalkboard
		The participant considered herself a failure in terms of motivation. The participant did not know how to create positive competition among students	Worksheets should serve specific objectives related to the content
		Arabic could be used in some cases to support the low achievers	
Response journal	Identification of the objectives in reference to the teacher's book		The assessment focused on the use of "they are" and "it is." Formative assessment for the use of "they" with "are" and the use of "it" with "is"
			Suggestion: using cards to remind the students of "they are" and "it is." The students-students interaction should be increased perhaps by having four card: "they", "it", "are:", "is."
Reflective journal	Objectives The students write meaningful sentences using "I can" and "I cannot"	There were interaction between students and the participant/teacher	Asking the students about the pictures to use the grammatical concepts "I can" and "I cannot" and then the students wrote sentences
	In reference to the teacher's book, the objectives are: The students learn to write "I can" and "I cannot" in the appropriate context. The students use "I can" and "I cannot" in very simple meaningful sentences.	Motivating the students by clapping, opportunities to participate and write on the chalkboard	It was a challenge to make students write a sentence Questions can link grammatical concepts/speaking with writing
		The methods suggested by the teacher's books were helpful, particularly student-student interactions	Reviewing "I can" and "I cannot," by giving examples from the classroom. Discussion of some examples on the chalkboard. Solving the exercise sentence by sentence with the students. Writing the answers on the chalkboard. Writing the list of activities on the chalkboard and spelling them using cards
		Learning through playing is good but it needs time and smaller number of students	The exercise in the book provided the participant with an understanding of the students' learning and an idea of whether or not the students had difficulty with vocabulary, spelling, or instructions
		Punishment depends on the individual students achievement level	

		The students' answers were a great indication of their learning	
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Table 19: Types of knowledge, as demonstrated by Participant Three

Participant Four

Table 20 shows types of knowledge, demonstrated by Participant Four, which were extracted from data collected by pre-interviews, post interviews, discussions of classroom observations, and journals.

Reading/comprehension			
Activity	The Content knowledge	The pedagogical knowledge	The pedagogical content knowledge
Pre-interviews	The objectives The students learn the new vocabulary, the main ideas in the text, and answer the questions about the text	Assessment: Questions, oral questions, and the textbook's questions	The sequence of activities Starting with teaching the new vocabulary and then discussion of the text with the students Asking many verbal and written questions about the main ideas in the text
Post-interviews	The objectives Teaching the text and the vocabulary	Asking questions about the photos, about the differences between old and modern cities The questions that before and after the text Three exercises that the students need to do at home because there was no enough time to cover them.	The instructional activities: Asking the students about photos, providing support to the students Teaching the new vocabulary while talking about the photos Scanning the main ideas Numbering paragraphs Giving the students a word or a sentence and asking them to find it quickly Giving the students few minutes to answer the questions, then checking the answers Dividing the text into paragraphs and writing down a question or two questions to be answered by the students
		Using technology to attract students' attention	Teaching the vocabulary at the beginning so students do not need to waste their times wondering what a word means
Discussion	The students learn the new vocabulary; the use the new vocabulary, predict the content, learn the new ideas, and answer the questions	external resources to develop teaching skills as a novice teacher	Comparison between photos, to learn ideas and new vocabulary Learning vocabulary when the students in context
		The students at this age should organize their learning	Teaching prediction while teaching the photos. Teaching prediction during scanning, using numbered paragraphs Asking about a word or a sentence and asking students to find it quickly Going through the text paragraph by paragraph concluding the main ideas
		Checking the students' writing while they were writing	It was necessary that they studied the new vocabulary before they started dealing with the text
		Suggestions: Giving the students a paper that includes answers to save time Suggestion: a projector or handout that includes the vocabulary	Teaching vocabulary focused not on memorizing the word but on how to use it Choosing two words and asking the students to write sentences about them

		Using the laptop to teach vocabulary (without a projector) and costing time to go around students	The students were asked to read the sentences they wrote Some English meanings may make learning a vocabulary item more complicated even though the students enrich their learning by learning another synonym for the word
		Individual differences are addressed by different questions and waiting time	The students write the Arabic meaning in the textbook. Thus, when the students read, they found the meaning and they did not need to search for meaning in the notebook
		Two levels of students: very excellent students who like to read and participate but the chance does not allow her to do so all the time and the low achievers	Teaching the vocabulary: Asking the students to read silently, to listen to the text, asking the students what words or sentences attracted them, writing down the students' answers, dividing the text into paragraphs and writing down few questions for the students to answer
		Using cards could be helpful in teaching vocabulary	Teaching the vocabulary in the text: teach the vocabulary at the beginning so the students did not need to waste their times thinking about the word meaning Asking questions and the answers included new vocabulary
			Regarding the questions following the text, giving the students the time to answer the questions, then checking the answers
Response journal	The objectives The students learn scanning strategies, know that the introductory sentence is the key sentence and guess the meaning of some words in context	Using different types of questions to address individual differences	Teaching prediction and vocabulary at the same time by asking and using vocabulary in context Teaching the vocabulary first in context
			Suggestion: Using a sheet of paper that included multiple choices questions, yes/no questions Asking some questions before silent reading, asking other questions while reading and some after reading the text Questions during the silent reading help the students read silently with a purpose Multiple choice questions make students focus more on details
			The written questions included in the worksheet could save time because in that case there is no need to write the questions on the chalkboard Worksheet checks the understanding of the vocabulary and synonyms
Reflective journal	The objectives The students learn the new vocabulary; learn the main ideas using scanning and skimming strategies	Time limitation in reference to students skills and knowledge Students' competences, time limitations and the material needed to be covered were taken in consideration	Justification of using certain methods in references to the objectives and students' individual differences
		Assessment methods: verbal and	The students need the vocabulary in

		written questions	reading, speaking, listening and writing lessons.
		Things to change: a plan to improve the students' reading skills: a quiz at the end of each month to test students' skills in reading and vocabulary	
		Time is limited to cover the content	
Grammar /Speaking			
Pre-interviews	The objectives The student uses "which and that" correctly to link sentences, distinguish between reduced relative clauses and full relative clauses, join two sentences using the three relative pronouns	Questions about the examples to determine what students knew	Writing two separate sentences, identifying subjects, and then joining those using relative pronouns Giving an introduction about the topic, writing two sentences on the chalkboard separated by full stops, indicating the subject in both sentences and then using the appropriate relative clause
	The students make a distinction between reduced and full relative clauses	Checking the students' previous knowledge and built on that knowledge	Starting with collective examples, the students give examples, writing exercises, the students solve them on their notebooks, checking the answers
Post-interviews	The objectives The students use of three relative pronouns, use these relative clauses appropriately in sentences, and distinguish between the use of the relative clauses	Assessment by doing the exercises in workbook, exercises on the chalkboard,	Examples and investment of students' previous knowledge while teaching the learning objectives
Discussion	The use of who, which, that, and defining relative clauses	When low achievers participate, that is an indicator for learning	Teaching grammatical content and structure in context by giving different examples and comparing them with each other
	Students' use of who, which, that, and defining relative clauses (but the participant mistakenly taught non-defining relative clauses)	Examples on the chalkboard and asking questions to promote a discussion, discussing the examples in the textbook	The participant's first time teaching this curriculum and it was not clear how the content is related
		Motivating the students by focusing on the learning activities and opportunities outside and inside the classroom.	To change: Discussion of the use of "that" to avoid misunderstanding
		Time distribution of learning tasks	
		Class control was successful as certain strategies were used Some students have abnormal behaviors due to the social situation in refugee camps	
Response journal	Objectives in reference to teacher's book "that, which, that"	Methods for motivating students to learn	addressing individual differences while teaching the objectives
			The sequence of the instructional activity: the first activity aimed to show the function and the use of the definite clause The second activity aimed to teach students the differences between the uses of those relative clauses The third activity aimed to help the

			students link sentences using those relative clauses. The students first needed to know, then to differentiate their use
			Failed in the identification of the objectives as the identified objectives were different than the lesson's intended objectives
Reflective journal	The objectives The students change active sentences to passive voice	Students' interaction as an indication of learning	Using real examples in teaching grammatical concepts
	Learn the tenses and their forms when they are changed to passive	The students had difficulty with the tenses. The curriculum assumes that the students learned those tenses before	The assessment is if the students change the active voice sentences to passive voices sentences
			Worksheet that summarizes the passive voice concepts
			Teaching different skills while teaching grammar
			Review the tenses by discussing a worksheet, grammatical rules on the chalkboard, and the examples in the textbook.
Listening			
Pre-interviews	The objectives The students listen and note extra information, listen and correctly pronounce negative questions	The sequence of the instructional activities: The students listen and then answer the questions	Introducing the context of the listening lesson, reading the box that included six points, then the students listened and wrote down their answers, the students listened again and filled in the blanks with information Answers were written on chalkboard
			Asking what are negative questions, and then the students listened and repeated, the activity was concluded by comparing negative questions, why-questions, and yes/no questions
			Assessment for the first objective by the students giving extra information and for the second objective students' pronunciation
Post-interviews	The students listen and note extra information		Introducing the topics, reading the box, reading the text, asking questions, reading it again, writing the answers on the chalkboard
	The students listen and pronounce negative questions		Asking the students to read the questions, then reading them
			Discussing examples at the beginning to illustrate the content Asking the students to give other examples. Writing the answers on the chalkboard
Discussion	The students listen and note the information they need in order to solve some exercises.	The instructions given to the students should be clear for learning	Reading the text instead of using the cassette to facilitate learning
	The students listen, distinguish the sentences they want and then they do the pronunciation	Assessment by questions and answers	Telling the students they were going to listen to note information, explaining the context to the students, reading the listening text (a conversation between

	exercise		two persons) to the students instead of playing the cassette
			Revision of the yes/no questions, wh-questions, and the negative questions
			Revising the intonations of the questions the students studied and telling them that they were going to study the intonation of negative questions
Response journal	Students listen and note information and then listen in order to speak	The students' achievement levels were so low	Introducing the context of the listening activity and introducing the speaker because the students will be listening to something without seeing it with their own eyes
		The students had problems in learning as they were "not good learners"	The drill activity: reminding the students of other forms of questions, reviewing the intonation with the students, reading the negative questions one by one with the students repeating, some of the students repeated the questions with focus on the intonation
			The assessment for these kinds of skills (listening and speaking) is performed throughout the exercises during the lesson and then again at the end of the lesson by asking them to summarize what they studied
Reflective journal	The objectives were identified in reference to the teacher's book	The sequence of the instructional activities to start with the known and move to higher levels of skills	The sequence of the instructional activities with the relevance of each step to the objectives and students' learning
Writing			
Pre-interviews	Objectives The students write a paragraph that uses the suggested ideas	Description of assessment techniques In the last part of the class, some students have the chance to read what they wrote down At the end of the class, the notebooks are collected and returned back to the students with feedback	Conducting a brief discussion and then asking the students to write Helping the students when needed, particularly with vocabulary and grammar
		Low achievers need more help and support	
Post-interviews	The objectives The students mention some ideas that could develop the ideas suggested by the textbook and write complete meaningful paragraphs	Time limitation to do assessment and evaluation at the classroom	Description of the sequence of activities as things to change to teach the learning objectives
		Asking the students to work in pairs or groups to support each other	Discussion of ideas suggested by the textbook and the paragraph provided as a model Some students wrote their ideas on the chalkboard, writing down some vocabulary on the chalkboard so students can use them
			Things to change: Organizing ideas with the students using extended discussion
Discussion	The students mention	There are two options: students	Discussion of how assessment during

	ideas about the topic that they can use in their paragraphs	work individually or the students work in pairs and groups	the writing process enhanced the quality of writing
			Description of instructional activities used in sequence
			Discussion of the advantages and the disadvantages of using pairs and groups in teaching writing: help each other with vocabulary use, grammar, organizations of ideas, problem in evaluation
			Trying to be familiar with the use of the list of codes for assessment The focus only on few items in a piece of writing in order to not distract the students' attention
			Discussing the paragraph provided a model for the students Asking some students to write some sentences on the chalkboard so the other students can use them in paragraph writing Encouraging the students to use the relative clauses learned in the speaking lesson Listing some vocabulary on the chalkboard that the students needed in their writing.
Response journal	The objectives: The objectives were identified in reference to the teacher's book The students write a paragraph using relative clauses when describing persons and things	Description of instructional activities used in sequence	Discussion of how the use of pairs will improve the process of writing compared to the individual learning style the teacher used in her own classroom.
		The assessment methods The students' writing	Writing competence needs training, time and skills
		The individual differences were addressed by providing support	
		Pair work allows the students to help each other High achievers feel that they are more motivated to help other students	
Reflective journal	Description of objectives in reference to the teacher's book The students write two paragraphs. The advantages and disadvantages of living in small cities	Description of instructional activities used in sequence	Discussion of the use of keywords, hints, and vocabulary written on chalkboard to support students' individual differences
	The students had great difficulty in writing complete, meaningful sentences	The assessment methods Continuous support and the students' writing	The discussion of formative assessment methods versus summative assessment in writing skills
		The paragraphs written by the students give me a deep understanding of their writing skills	Preparing the students for this lesson starting from the first lesson in the unit Focusing on ideas that students need in this lesson

			Following the teacher's book instructions in teaching the lesson Discussion of the models, ideas, and then writing some ideas on the chalkboard and asking students to read
		Time is limited to do the assessment and evaluation at the classroom.	
		There was a challenge in making the summative assessment at the end of the class due to time shortage	

Table 20: Types of knowledge, as demonstrated by Participant Four

7.5.4 Crossed-Comparison Results

Participant (1)			
Reading/Comprehension		Level of Reflection	Type of Knowledge
Pre-interview	The objectives	L 1	CK ⁴⁴
	The instructional activities	L 1	PCK ⁴⁵
	The assessment tools	L 1	PK ⁴⁶
Post-interview	The objectives	L 1	CK
	The instructional activities	L 1	PK
	The assessment tools	L 1	PK
The discussion	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
	Classroom management	L 2	PK
Response journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Grammar/Speaking			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
The discussion	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Response journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PK
	The assessment tools	L 1	PK
Listening			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
The discussion	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PCK
Response journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PCK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Writing			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PK
	The assessment tools	L 1	PK

⁴⁴ CK: Content Knowledge⁴⁵ PKC: Pedagogical Content Knowledge⁴⁶ PK: Pedagogical Knowledge

Post-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
The discussion	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Response journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Participant (2)			
Reading/Comprehension			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 2	PK
The discussion	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 1	PK
	Classroom management	L 2	PK
Response journal	The objectives	L 1	CK
	The instructional activities	L 23	PCK
	The assessment tools	L 1	PK
Grammar			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Post-interview	The objectives	L 2	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 2	PCK
The discussion	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PK
Response journal	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 1	PK
Listening			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
The discussion	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 2	PCK
Response journal	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 1	PCK
Writing			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK

	The assessment tools	L 1	PCK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PCK
The discussion	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
Response journal	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 3	PCK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 1	PK
Participant (3)			
Reading/Comprehension			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PCK
The discussion	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 3	PCK
Response journal	The objectives	L 2	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 2	PCK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 2	PCK
Grammar/speaking			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Post-interview	The objectives	L 2	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
The discussion	The objectives	L 2	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
Response journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 2	PCK
Listening			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PCK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PCK
The discussion	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
Response journal	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 2	PCK

Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 2	PCK
Writing			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PCK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PCK
The discussion	The objectives	L 2	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 1	PK
Response journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 2	PCK
Participant (4)			
Reading/Comprehension			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PCK
The discussion	The objectives	L 2	PCK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
Response journal	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 3	PCK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Grammar/Speaking			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PCK
The discussion	The objectives	L 2	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PK
Response journal	The objectives	L 2	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 2	PCK
Listening			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PCK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PK

The discussion	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
Response journal	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
Writing			
Pre-interview	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 1	PCK
Post-interview	The objectives	L 1	CK
	The instructional activities	L 1	PCK
	The assessment tools	L 1	PCK
The discussion	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 2	PCK
Response journal	The objectives	L 1	CK
	The instructional activities	L 3	PCK
	The assessment tools	L 1	PK
Reflective journal	The objectives	L 1	CK
	The instructional activities	L 2	PCK
	The assessment tools	L 3	PCK

Table 21: Types of knowledge and their levels of reflection with focus on the objectives, the instructional activities and the assessment.