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**Practices and Challenges on Reflective Teaching: an  
Investigation of Second Cycle Primary Schools (5-8) EFL  
Teachers' in South West Cluster Zones of Oromiya  
Regional State**

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**Abstract**

The purpose of this study was to explore the practices and challenges of reflective teaching in helping EFL teachers to become more efficient practitioners' in second cycle primary schools (5-8) of the selected Zones. To realize the study successfully, a descriptive survey design was employed in the study. From the three zones in the study area 12 schools were selected using purposive sampling. From those sample schools 84EFL teachers were selected as the key informants of the study. Questionnaire, interview, observation and focus group discussions were used to gather the required data. The frequency, percentage, mean and standard deviation were used in the analysis of quantitative data while qualitative data were described in narrative way.

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To this end, the result of the study indicated that teachers understanding the concept and use of reflection as a teaching strategy is below the expected standard. Thus, it would help them little to ensure that the importance of reflective in preparing their students to become reflective learners, and it blocks the learners to practice in their own way of reflection and less model as well. This could be emanated from different barriers of reflective teaching, such as inadequacy of free expression and less perception of the usefulness of reflective teaching and lack of prior experience and having less time for reflection are the major causes of the challenging towards reflective teaching. It was observed that teachers were unable to succeed in achieving: Cognitive strategies, which enable learners to understand and produce new language, and Meta cognitive strategies, which allow learners to control their own learning through organizing, planning, and evaluating, and affective strategies, which help learners gain control over their emotions, attitudes, motivations, and values. Therefore, in order to maximize the EFL teachers' approaches and strategies of reflective teaching so as to help their students to reflect on their teaching, teachers should increase their awareness of reflective teaching, they should design specific tasks for the learner to make learning easier, faster, more enjoyable, more self directed, and more transferable to new situations, provide feedback on both the content and process of the learners own reflective practice and able to provide an environment that encourages reflective practice, minimize if not avoided the barriers of reflective teaching by having a clear understanding of reflective teaching and its implementation, avoiding personal negative factors and using the positive opportunities of the culture, environment, and other pressures.

**Keywords:** Practice; challenges; reflective teaching; reflective practitioner.

## **1. Introduction**

### ***1.1. Background of the Study***

English plays a significant role at national level here in Ethiopia. Countrywide, it serves as international language for communication and functions as a medium of instruction, language of research in higher institutions, and language of business. In the regional level, it delivers multi purposes. For instance, in Oromia, where this study is going to be conducted, it is taught as a subject beginning from grades 1 up to 12 and used as medium of instruction in grades 9 up to 12. Even it begins in KG sometimes; however, it is a controversial agenda whether teaching English language as subject in KG is advantageous.

The Ethiopia Ministry of Education has been striving to maintain the quality of English language teaching at large though the feasibility in the quality of the language still remains back. For example, in [1] in collaboration with the British Council set an English language Improvement program (ELIP) project in which more than 15,000 primary and secondary teachers took 120 hours of face to face language training. More than 30 English Language Improvement Centers (ELIC) were also established in various Teacher Education Institutes (TEIs) to provide language support to trainees, administrative staff, and technical assistants of teacher educators.

According to the document from [2], framework has been designed to contribute for the quality of education through Continuous Professional Development (CPD) by engaging primary and secondary school language

teachers. According to this framework, one of the key issues stressed in good teaching is reflection. But “...without good teachers, there cannot be good education” [3]. Good teachers, as explained in various literatures, are those who are reflective in their teaching.

According to [4], the concept of reflective teaching refers to an approach to teaching and to teacher education which is based on assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences.

According to [5], reflection is an active, persistent and careful consideration of any belief or supposed form of knowledge” taking into consideration its origins and effects. Reflection is today established as a key concept in discussions of teacher teaching [6]. Briefly, reflection involves teachers in thinking about their work, understanding what they and their learners do, and considering ways of improving the quality of teaching and learning. Generally, as [7] notes, the aim of reflective practice is seen as refining teaching practices on an on-going basis rather than providing immediate short-term solutions to problems. But reflective skills may not come naturally. According to [8], they are rather learnt either in formal classroom contexts, or through learning processes such as coaching, mentoring and action learning.

Reflective teaching is complex, as it is implicit and explicit, takes different shapes and forms, and has different levels. Reflective teaching has been considered in the literature on teacher education in general and ELT in particular as a substantial tool for student teachers and teachers to use to understand the complex contexts of the English language and the social conditions that influence its teaching.

The literature on reflection has identified three different forms/levels of ‘reflection-on-action’ [9]. The first is concerned with describing and reporting events and providing reasons or justifications for their occurrence and seeking best practice. Reference [10] Describes this level/form of reflection as ‘random’ and ‘descriptive’ and considers it as being the lowest level of reflection, which does not always occur. Student teachers return to experience and are engaged in ‘cognitive retrieval’ [11]. Experience here is used as a future record stage of reflection to help student teachers reflect upon events as they actually happened and see the situation as others would and in a wider context. Students who reach this level of reflection ‘... are beginning to make meaning of the material presented to them’. However, [11] argue that this level of reflection does not serve deep ‘learning’. ‘Learning’ engages the whole person and involves intellect, emotions, values, and experience and daily practices [12]. Reference [11] Argue that ‘students at this level should be able to explain the material and how they understand it, but they most likely will not be able to apply their understanding to different contexts’.

The second is ‘deliberate’ or ‘dialogic’ and is about re-evaluating experience and using prior knowledge to critically analyze a situation. This stage of reflection is ‘... a process of searching for meaning, coming to an understanding, and applying new knowledge’ and is likely to help students to see the world differently through leading and stimulating them to conceptual change. Dialogic reflection occurs when students take a step back while considering, exploring and judging prior knowledge and the current situation or experience to create possible alternative solutions’. In other words, focus in this level of reflection is on replacing ‘... pre-existing conceptions with new ones’ and exploring alternative hypotheses and solutions and finding practical answers to

the problems encountered in a particular context through, for instance, writing journals, talking with critical friends or attending network or special interest group meetings [11].

The third is of a more 'critical' nature and attempts to locate ELT, for example, within wider social, political and cultural contexts, which influence teachers, students, learning outcomes and learning activities. Student-teachers at this level reach deeper levels of learning and develop an ability to evaluate and/or judge the value of the existing ELT context from those three perspectives, which leads them to make decisions about the necessity of change in action. Decisions about change can lead student teachers, within the context of this study for example, to apply their newfound knowledge to a variety of situations. Examples of situations can be classrooms rules, course structures and institutional practices [11].

While these levels are different on the surface, they complement and build on one another. Student teachers who are trained to move gradually from one level to another can end up exploring, analyzing systematically and understanding thoroughly the entire context in which they are located.

For reflection on teaching and learning to be effective, it has to be systematic and public (making one's teaching and work accessible for critical peer review and use) through engaging in professional conversations with one's colleagues [13]. Such conversations can be built on observations of other teachers and reading and writing pedagogical research to facilitate what Boyer describes as 'transmitting', 'extending' and 'transforming' knowledge about teaching and learning in general. All this is triggered by the events that take place inside the classroom and provoke teachers' critical thinking and reflection and trigger exploration and experimentation through different means of data collection.

This is bound to move teachers toward becoming scholars who expand their intellectual world through developing their knowledge, skills and resources and striving to learn more about themselves and their context. EFL in our country requires continuous inquiry and searching for knowledge [13].

However, students finishing primary schools have been found to be below the standard in spite of spending seven - eight years learning English with five contact hours per week. This has been attributed mainly to textbook-based teaching, large and mixed-ability classrooms (70-100 students in each classroom), heavy teaching loads, product teaching at the expense of process teaching, teacher-centered as opposed to learner-centered learning, an examination-based system, a short school year, and teachers' varied cultural and professional backgrounds.

But teachers are required to be dynamic agents of change, with the power and potential to make informed decisions and reflect critically on contexts; analyze and understand the causes of perceived shortcomings; and arrive at solutions to such problems to help produce competent English users who can contribute to the welfare of Ethiopia.

However, as far as the knowledge of the researchers is concerned, no research so far investigated on the primary school EFL teachers' beliefs of reflective teaching. Teachers are powerful intellectuals and socialization agents who can influence their students' thinking and performance positively.

Currently, most of research works have focused on examining the kinds of methodologies teachers employ in their classroom, and assessing the backgrounds of their students to learn the lesson. However, the teacher and students interaction in the teaching learning process has received little attention. Teaching is a complicated act. Reference [14] considers that “it involves comprehension, transformation, instruction, evaluation, reflection and new comprehensions”. The issue of complication with regard to teaching is mandatory to be touched since it focuses on the classroom teaching-learning setting.

Reflection enables teachers to diagnose and understand their classroom contexts and students’ learning better, put their students’ learning at the heart of the teaching-learning process, develop a rationale for their teaching and take informed specific actions and make sound decisions in the classroom.

This is believed to lead to new comprehensions of purposes, subject matter, students, teaching and self. And consolidate new understandings and learning, through strategies such as documentation, analysis and discussion [14].

In other words, teachers are required to use their growing ‘knowledge base’ to identify problems emerging in their classrooms and schools through ‘reflection-in-action’ and ‘reflection-on-action’ and try to solve these problems through continuous reflection and professional and critical inquiry into their own practices; ‘good’ teaching is hard to define and describe and there will always be room for discovering, inventing and refining one’s teaching [14].

Teachers, according to Schulman, should consider themselves as ‘scholars’ who should possess ‘scholarship’ in all these categories in order to be classified as ‘effective’. Teaching, therefore, is a scholarly activity and is about learning through systematic critical reflection, which can influence learning, understanding, and induction of conceptual change, knowledge transfer and action positively [11].

However, the scholarship of teaching is not merely about teaching our scholarship. Nor is it simply teaching well. It is thinking hard about the frameworks we have constructed and how we move within them.

The scholarship of teaching involves constant reflection on the process and outcomes of teaching and learning and acknowledges the contextual nature of teaching. Reference [13] Stress that reflection practiced by teachers ‘... before the learning event is as important as reflection during, or after, it’, as this has its implications for the teacher’s creativity.

Professionals practicing the scholarship of teaching focus on change; they develop their practice through a cycle of action, reflection and improvement. They investigate the relationship between teaching and learning. Learning to pose questions about teaching and learning is a starting point in the scholarship of teaching: gathering evidence, interpreting it, sharing results and changing practice continue the process. A key feature in the scholarship of teaching is having an understanding of how people learn, knowing what practices are most effective and having knowledge about what we have learned about teaching.

To raise some of the works done on reflective teaching, [15] conducted a research on student teachers’ reflective

thinking in Thailand where the numbers of participants were seven MA students who were taking practicum in English language teaching. The study found that teaching experience significantly affected the participants' ability to think reflectively. The study has also indicated that collaborative teaching enhanced student teachers' self evaluation, problem-solving skills, concern of others and open-mindedness. From local work, [16] conducted a research on the impact of Critical Practitioner Inquiry which is more of self-reflection and conducted a research with related to student teachers' reflection on the practicum at Haramaya University. In fact, both of the works by him was a kind of action research in which the researcher finally concluded the poor writing skills and lack of adequate and relevant experience of reflection together with low English language proficiency are the main causes for the student teachers' low level of reflectivity. However, the current research is completely different from that of [16] in scope and clearly different from [15] in methodology and data gathering tools as well.

EFL teachers can construct various 'incorrect' beliefs and images about EFL derived from their experience as students of the English language in a system with the 'unpleasant' characteristics. Few researchers believe that reflection is essential for bringing understanding to the complex nature of classrooms and states that teachers should be trained to reflect on the subject matter and the thoughtful application of particular teaching strategies. They further state that teachers need to reflect on their learners' thinking, understandings, interests and developmental thinking. In other words, teachers need to look at teaching from other perspectives beyond their 'egocentric' view to become more reflective practitioners [17].

Furthermore, [13] argue that students should be directed on what to reflect on and how, as contexts are influential, complex (involve learners, processes and outcomes) and variable (social, political and cultural). Reflection, according to these authors, involves thinking and feelings and emotions and depends on different factors, which necessitates training the EFL student to develop reflective skills that can help them bring positive change to the EFL teaching learning system.

The literature on second language teacher education provides examples of approaches and strategies that can be used to facilitate and enhance reflection, such as journals, narratives, diaries and notes, autobiography, teaching portfolios, action research, practical experience, collaborative talk, self-observation and observation of other teachers [18] . While there are a few other examples of reflection strategies and approaches, these remain the most commonly used in contemporary studies about reflective practice and teaching. Due to the influence of their previous experience as learners, some teachers seem to prefer to teach in the way they were taught. In the words [19], the most significant and mostly deeply embedded influences that operate on us are the images, models, and conceptions of teaching derived from our own experiences as learners. Thus, this research tries to bridge the gap of EFL teachers' understanding towards reflective teaching.

The main purpose of this study is to explore the level of teachers' reflective teaching in helping EFL teachers to become more efficient practitioners and the approaches as well as strategies that facilitate the achievement of reflective teaching in second cycle primary schools (5-8) of Jimma, South West Shoa, and East Wollega Zones.

## ***1.2. Objectives of the Study***

To explore the practices and challenges of reflective teaching in helping EFL teachers to become more efficient practitioners' reflective teaching in second cycle primary schools (5-8) of the selected Zones.

The specific objectives that lead the study are:

- To examine the approaches and strategies of reflective teaching do the second cycle primary schools (5-8) EFL teachers implement to help their students to reflect on their teaching
- To find out the roles of the primary schools EFL teachers in preparing their student to become reflective learners
- To assess the extent to which EFL teachers use reflective teaching to make decisions about their teaching methods
- To identify factors that impede primary schools EFL teachers' reflective teaching

### ***1.3. Significance of the Study***

The improvement of teaching and learning is the general purpose of teachers. In View of this, it is hoped that the study could have significant in that:

- ❖ The finding of the study would enable EFL teachers in the schools to improve their teaching practices by effectively implementing reflective teaching. To this end, the Woreda and Zone Education Bureau, all the teachers, the students/learners and the instructional materials producers could be benefited from the findings of the study.
- ❖ The finding might help English language teachers to revise their method of teaching English language at primary school levels, and thus make the necessary improvement in the implementation of reflective teaching.
- ❖ The finding of the study would provide the school teachers with data based information concerning the challenges of EFL teachers' on the practice of reflective teaching in the Woredas and/or Zones.
- ❖ The result of the study would be significant for the Woreda/Zone/College/University as its results might inform the importance of reflective teaching.
- ❖ It could also serve as a spring board for the future researchers for it provides some insights into the area.

### ***1.4. The Scope of the Study***

The focus of the study would be to investigate the challenges of EFL teachers' on the practice of reflective teaching in the second cycle primary schools (5-8) of Oromia Regional State. However, to make the study manageable, it was delimited to three South West cluster Zones of the Oromia Regional State (Jimma, South West Shoa and East Wollega) which were purposefully selected. It was believed that the second cycle primary schools (5-8) which were selected randomly from the Woredas of the three Zones could be representative of the whole second cycle primary schools (5-8) in the three Zones in particular and in the region in general to reach general conclusion.

## **2. Research Design and Methodology**

The main purpose of this study was to explore the level of reflective teaching in helping EFL teachers to become more efficient practitioners and the approaches as well as strategies that facilitate the achievement of reflective teaching in the selected sample second cycle primary schools (5-8) of the Zones. The design of the research, source of data, population, sample and sampling techniques, instruments and procedures of data collection, and method of data analysis were stated hereunder.

### ***2.1. Research Method***

In this research, descriptive survey research design involving both qualitative and quantitative techniques was employed. It was chosen to be used because it could provide precise information concerning the challenges of EFL teachers' on the reflective teaching in the selected second cycle primary schools (5-8) of the Zones. Besides, it helps to draw valid conclusions. The survey was cross-sectional because the data were collected at one point in time.

### ***2.2. Source of Data and Population of the Study***

The sources of data were English language teachers from selected second cycle primary schools (5-8) in the three Zones which had been purposefully selected for its proximity. It was believed that the proximity of the study sight play a facilitative role for researchers in various ways. The population of the study or the main sources of data for the study were therefore, all second cycle primary schools' (5-8) EFL teachers in the three Zones.

### ***2.3. Sample and Sampling Technique***

The study was conducted in the South West Cluster Zones of Oromia Regional State. Hence, the Zones were selected through cluster sampling techniques. From the total 120 Woredas of the Zones, 40 Woredas were selected through simple random sampling techniques. Among the second cycle primary schools (5-8) of the selected Woredas 80 schools and 80 EFL teachers in these schools were selected via simple random sampling particularly lottery method. The reason behind using simple random sampling technique was to make the sample more representatives by including the experienced, the middle and the novice EFL teachers in the second cycle primary schools (5-8) of the Woredas.

First, the name of EFL teachers in the second cycle primary schools (5-8) of the selected Woredas was written on a piece of paper. Then, the pieces of paper with the names was rolled and drawn to be included as a sample.

Since the English language department heads are responsible for overall instructional function, they were purposefully included in the study because the information they provide would be highly valuable. It was believed that these respondents could provide important data concerning the challenges and practices of second cycle primary schools (5-8) EFL teachers' on reflective teaching.



#### ***2.4. Instruments of Data Collection***

Prior to recruiting research participants and collecting data, the researchers would spend ample of days in visiting schools where the participants were teaching.

This would give different advantages for researchers like acquainting themselves with the concerned bodies and the prospective research participants. The study primarily used quantitative and qualitative data to identify, analyze and draw a general conclusion on the challenges and practices of reflective teaching in helping EFL teachers to become more efficient practitioners and the approaches as well as strategies that facilitate the achievement of reflective teaching in second cycle primary schools (5-8) of the three Zones with the reviewed research findings of the past and to draw a general conclusion.

Besides, qualitative data was employed as a supplementary to the study with the information gained from open-ended questionnaire, observation, and interview made with the selected samples in the three Zones. The quantitative data were gathered by using close-ended questionnaire.

So, to get rich data regarding the research's second cycle primary schools (5-8) EFL teachers' level of reflective teaching, their beliefs and practice and factors affecting the reflective teaching, the researchers were used multiple data gathering tools. The data gathering tools include questionnaire, observation, interview, and focused group discussions.

#### ***2.5. Methods of Data Analysis***

Both quantitative and qualitative data were collected from sample respondents. Using Statistical Package for the Social Science students (SPSS Version 22.0) software analysis, the quantitative data collected through close-ended questionnaires were entered into the computer and statistically described in terms of frequency, percentage, mean and standard deviation. Means and standard deviations were used to explore the challenges and practices of EFL teachers on reflective teaching in primary schools of Jimma, South West Shoa, and East Wollega Zones.

#### ***2.6. Ethical Considerations***

In the process of the study, the following ethical issues were seriously considered. Firstly, all the respondents were provided with information regarding the objectives of the study, and ethical issues related ahead of data collection activities.

Secondly, the provision of information would totally depend on the willingness of the respondents and they would not be forced to give information they do not want to. Moreover, all the information obtained from the respondents would be confidential.

Thus, any information which may affect the personality and security of the respondents would not be included in relation to their names. Besides, no attempt would be made to obtain data in a canning way. More

importantly, EFL teachers were told not to write their names on questionnaire papers.

### 3. Data Presentation, Analysis, and Interpretation

**Table 1: EFL Teachers' Understanding of Reflective Teaching**

Items No	SA		A		HI		DA		SDA		Total		Mean±
	F	%	F	%	F	%	F	%	F	%	F	%	SDV
Q <sub>1</sub>	17	20.2	20	23.8	27	32.1	16	19	4	4.8	84	100	2.64 ± 1.14
Q <sub>2</sub>	11	13.1	8	9.5	28	33.3	23	27.4	14	16.7	84	100	3.25 ± 1.23
Q <sub>3</sub>	5	6	17	20.2	26	31	23	27.4	13	15.5	84	100	3.26 ± 1.13
Q <sub>4</sub>	8	9.5	15	17.9	27	32.1	19	22.6	15	17.9	84	100	3.21 ± 1.21
Q <sub>5</sub>	5	6	15	17.9	27	32.1	28	33.3	9	10.7	84	100	3.25 ± 1.06
Q <sub>6</sub>	10	11.9	14	16.7	18	21.4	26	31	16	19	84	100	2.40 ± 1.26
Q <sub>7</sub>			15	17.9	25	29.8	29	34.5	15	17.9	84	100	3.32 ± 0.98
Q <sub>8</sub>	2	2.4	11	13.1	32	38.1	34	40.5	5	6	84	100	3.34 ± 0.87
Q <sub>9</sub>	2	2.4	13	15.5	20	23.8	38	45.2	11	13.1	84	100	2.31 ± 0.98
Q <sub>10</sub>	4	4.8	13	15.5	35	41.7	19	22.6	13	15.5	84	100	3.01 ± 0.98
Q <sub>11</sub>	3	3.6	8	9.5	26	31	39	46.4	8	9.5	84	100	3.34 ± 0.92
Q <sub>12</sub>	1	1.2	9	10.7	40	47.6	27	32.1	7	8.3	84	100	3.15 ± 0.83
Q <sub>13</sub>	2	2.4	5	6	23	27.4	37	44	17	20.2	84	100	3.37 ± 0.93
Q <sub>14</sub>	2	2.4	13	15.5	39	46.4	24	28.6	6	7.1	84	100	3.22 ± 0.88

*Note: 5=strongly agree, 4= Agree, 3= Neutral, Disagree=2, strongly disagree=1*

Table 1 consists of fourteen items designed to examine EFL teachers' understanding of reflective teaching. The first item dealt with whether reflective teaching gives accurate instructions to the students or not. In connection with this item, 27 (32.1%) teachers responded 'neutral' while 20 (23.8%) replied 'agree' respectively with regard to the claim. Briefly, the respondents who responded 'neutral' and 'agree' exceed the other informants. This shows that the teachers have no much understanding about the importance of reflective teaching. Thus, from the preceding result, one can understand that the teachers in focus should be aware of giving accurate instructions to the students about reflective teaching and learning.

Again in Table 1, item 2 above, 28 (33.3%) and 23 (27.4%) of the respondents replied 'as they were un able to decide or have no idea' and 'disagree' respectively to the item which tries to identify as reflective teaching can

specify tasks and measurements or not. Likewise, the mean value for the response lied in the range of neutral showing that most of the respondents have perceived that they were not specifying tasks and measurements clearly while they teach. From this, one can noticeably see that more than half of the teachers do not identify as reflective teaching can specify tasks and measurements in teaching and learning arena.

As indicated in Table 1 above, item 3 is assumed to identify if the teachers consider reflective teaching facilitates presenting new information by explaining, outlining, summarizing, reviewing or not. Accordingly, 26 (31%) and 23 (27.4%) respondents were unable to decide and disagree respectively with the item. In addition, the mean for the item, which is ( $M = 3.26$ ), lies nearly in the range of neutral (3) in the likert-scale. Based on these data or findings, one can deduce that the majority of the respondents have no good understanding of the role of reflective teaching, which can be also realized from the qualitative data (observation, interview and FGD) made with the key informants of the study.

As shown in Table 1 above, item 4 is intended to identify whether or not reflective teaching maintains task focus and pacing instruction appropriately. Consequently, 27 (32.1%) and 19 (22.6%) of the respondents replied undecided and disagree to the assertion. In addition, the mean for the item, which is ( $M = 3.21 \pm 1.21$ ), lies within the range of 'undecided' (3). This indicates although nearly the average teachers have low perspective since their responses mean fall in the range of (3), which stands for 'undecided' in the Likert-Scale.

Item 5 in Table 1 above is intended to identify whether reflective teaching promotes students involvement and enhances their participation or not. Hence, 28 (33.3%) and 27 (32.1%) of the respondent have shown their disagreement, and were unable to decide to the claim respectively. Likewise, the mean and standard deviation for the item is ( $M \& SDV = 3.25 \pm 1.06$ ). This indicates that teachers' response lies in the range of disagreement (2). From this, one can conclude that the respondents have no good understanding about whether reflective teaching promotes students involvement and enhances their participation in every activities or not.

When we see the teachers' responses for item 6, in Table 1, which tries to illustrate whether reflective teaching helps to communicate with once own expectations for successful performance in teaching learning process or not. In this regard, most of the respondents, 26 (31%) and 18 (21.4%) responded disagree, and remained unable to decide to the item respectively. In a similar way, we can see that the mean value for the item ( $M = 2.40 \pm 1.26$ ), which lies in the range of disagreement is also sound evidence that most of the teachers have shown that they give less attention to reflective teaching which helps to communicate with once own expectations for successful performance in teaching learning process.

Item 7 was designed to check whether reflective teaching helps to review once own work frequently or not. As a result, 25 (29.8%) and 29 (34.5%) of the respondents were unable to determine their decision, and disagree to the item respectively. Moreover, this can be seen from the mean value ( $M=3.32$ ) of the item which inclines to neutral. Hence, this mean value clearly depicts as teachers do not understand as reflective teaching helps to review once own work frequently.

As shown in item 8, Table 1, 32 (38.1%) and 34 (40.5%) of the teachers replied neutral and disagree

respectively to the idea which asks whether reflective teaching can adjust instruction to maximize students or teachers accuracy or not. Thus, it shows that most of the respondents are found in the range of disagreement and unable to decide. In the same talking, the mean value of the item also confirms this reality. Therefore, it is possible to conclude that most of the respondents in focus do not use reflective teaching for it provides to maximize students or teachers accuracy in every aspects of academic world.

As indicated in Item 9, Table 1 above, most of the respondents, 38 (45.2%) showed disagreement to the item which tries to identify whether the respondents know as reflective teaching helps them to inform students when they are successful or not. This shows that most of the teachers have no awareness about the impacts of reflective teaching. In addition, the mean ( $M = 2.31$ ) also indicates that most of the respondents fall in the range of disagreement to the stated idea, which is also supported by the data obtained through interview, observation and focus group discussion made with the key informants of the study.

Again in the same table, 35 (41.7%) of the respondents indicated as they are unable to decide their position to item 10, which is assumed to identify whether reflective teaching helps to give information about how to achieve success in their teaching learning process or not. On the other hand, 19 (22.6%) of the respondents replied disagree to the assertion. Similarly, the mean for the item, which is ( $M = 3.01$ ), indicates as teachers' response lies in the range of (3) showing the respondents were unable to identify whether reflective teaching helps them to give information about how to achieve success in their teaching learning process or not. From this, we can conclude that most of the respondents have no confidence that they can inform their learners how to achieve success in their teaching learning process.

As can be seen from Table 1, most of the respondents, 39 (46.4%) indicated their disagreement to item 11 which intends to identify if reflective teaching helps to be flexible and active desire to look at more sides than being unidirectional or not. The mean for the item ( $M = 3.34$ ) also indicates that most of the target respondents have disagreement to the idea that helps them to be flexible and finally makes them to be multidirectional by themselves.

Item 12 was prepared to check whether reflective teaching is teachers' readiness to take risks that may occur as a result of tasks/projects and 40 (47.6%) were unable to decide their idea to the item. From this analysis, we can see that the majority of the respondents complained that they do not have readiness to take risks that may occur as a result of tasks/projects, and as a result the mean value ( $M=3.15$ ) which inclines to disagreement. Furthermore, the falling of the mean between upper and lower extremes of confidence interval implies that the response is statistically significant.

Regarding Item 13 (reflective teaching signifies the teachers' dedication, single mindedness and enthusiasm to reflect), 37(44%) of the respondents were disagree to the statement. On the other side, 23 (27.4%) of the respondents were unable to decide. Furthermore, the mean value ( $M= 3.37$ ) of the item almost shows as it inclined to neutral. This shows that the respondents have knowledge gap on understanding as reflective teaching signifies the teachers' dedication, single mindedness and enthusiasm to give reflection on any activity they are asked react.

Regarding teachers responses to item 14, (reflective teaching is active, persistent, and careful consideration of belief to help students), 39 (46.4%) and 24 (28.6%) of the respondents responded to the item as they were unable to decide and disagree with the item respectively.

Furthermore, as the mean value of this item (M=3.22) was inclined to the average (3) of the Likert Scale, the response of the key respondents highly inclines to neutral too. Consequently, majority of the teachers were found not to have good understanding about reflective teaching in EFL classes. Moreover, as shown in this table 4, the Cronbach's Alpha coefficient of all the items in the sub-group is 0.80, which is above the acceptable reliability range [20].

Generally, from the above quantitative and qualitative data discussions, it can be inferred that EFL teachers in the second cycle primary schools of the study area have no good understanding or they have a knowledge gap on teachers understanding of reflective teaching.

**Direction:** This part is meant to find out how frequently teachers play their roles in reflective teaching. Indicate whether you accomplish:

**Table 2:** Teachers' Role in Reflective Teaching

Items	N		R		S		U		A		Total		Mean± SDV
	F	%	F	%	F	%	F	%	F	%	F	%	
No													
Q <sub>1</sub>	9	10.7	12	14.3	29	34.5	25	29.8	9	10.7	84	100	2.15± 1.13
Q <sub>2</sub>	8	9.5	3	3.6	35	41.7	35	41.7	3	3.6	84	100	2.26± 0.95
Q <sub>3</sub>	7	8.3	13	15.5	26	31	26	31	12	14.3	84	100	2.77± 1.14
Q <sub>4</sub>	11	13.1	18	21.4	46	54.8	9	10.7	1	1.2	84	100	2.63± 0.84
Q <sub>5</sub>	6	7.1	27	32.1	32	38.1	18	21.4	3	3.6	84	100	2.71± 0.92
Q <sub>6</sub>	3	3.6	3	3.6	19	22.6	39	46.4	20	23.8	84	100	2.83± 0.94
Q <sub>7</sub>			9	10.7	14	16.7	46	54.8	15	17.9	84	100	2.79± 0.86
Q <sub>8</sub>			11	13.1	13	15.5	43	51.2	17	20.2	84	100	2.78± 0.91
Q <sub>9</sub>	2	2.4	5	6	21	25	38	45.2	18	21.4	84	100	2.77± 0.93
Q <sub>10</sub>	2	2.4	4	4.8	30	35.7	45	53.6	3	3.6	84	100	2.56± 0.75
Q <sub>11</sub>	3	3.6	6	7.1	20	23.8	46	54.8	9	10.7	84	100	2.61± 0.90
Q <sub>12</sub>	4	4.8	2	2.4	26	31	42	50	10	11.9	84	100	2.61± 0.90
Q <sub>13</sub>	3	3.6	11	13.1	30	35.7	33	39.3	7	8.3	84	100	2.35± 0.93
Q <sub>14</sub>	4	4.8	9	10.7	30	35.7	27	32.1	14	16.7	84	100	2.45± 1.04

**Note:** Always (4) Usually (3) Sometimes (2) Rarely (1) Never (0)

From the Table 2 above, we mainly perceive that how frequently EFL teachers play their roles in reflective teaching. There are about 14 items which are explaining directly or indirectly how frequently EFL teachers play the expected role out of them in reflective teaching. As it is seen from the table, Q<sub>1</sub> was designed to gather the

information how often EFL teachers encourage every students to discover in what they/students are good and for more success. To this end, the majorities of the teachers 29 (34.5%), and 25 (29.8%) of them replied that they encouraged sometimes and usually their students to discover in what they are good at; however, 9 (10.7%) never; 12 (14.5%) rarely; 9 (10.7%) always. When we look into the data collected via the FGD, the discussants seem that they always encouraged their students to discover what already their students are good at. But, the data gathered through classroom observation showed that there is mismatching among the data obtained by FGD, questionnaire and classroom observation. As seen from table, the teachers were observed that they rarely perform in encouraging their students so as to discover what they have already known. Instead, the EFL teachers were seen trying to offer them the daily lesson is usually engaged with. Q<sub>2</sub>, 12 (14.3) always; 26 (31%) usually; 26 (31%) seldom; 13 (15.5) rarely; 7 (8.3%) never. From this item, we have realized that the data most of the EFL teachers replied that they allow their students to work on what they are interested in. This data, however, it is not supported by the FGD and the classroom observation. Some of the EFL teachers did not hide that it was impossible to allow their students to work on what they are interested in and to disallow with something which they are not interested with.

*One of the discussants: "It is difficult for me to allow my students to work only on what they are interested in and leave what they are not. For one thing, I have to follow the existing curriculum, and I should cover all of them. So, How possible to work only with the things that the students are interested with?"*

Q<sub>3</sub>, 7 (8.3%) never; 13 (15.5%) rarely; 26 (31%) sometimes; 26 (31%) usually; 12 (14.5%) always were answered by EFL teachers. From the response of the EFL teachers, one can deduce that the majorities of the teachers usually do not use the test as a tool of motivating their students they rather devise the other mechanisms to motivate their students in the learning process. To the contrary, the remaining data collection tools (FGD and classroom observation) hardly support this information. It was discovered that test is one of their good means to motivate their students if not the only motivating factors.

**One of the teachers is quoted as follows during the FGD:**

*Akka barattoonni kiyya siyaanaa fi fedhiin barataniif yeroo hundumaa qormaatni akka kennamuuf ittinan hima. Qormaatni hin kennamu yoo ta'ee ijoolleen sirriitti waan baratan natty hin fakkaatu. Kanaaf barattoota kootiif qormaata sirriitti kennuudhaan akka isaan fedhii barumsa horatan nan taasisa.*

*This discussant explained that his students will be motivated towards learning when they are informed and given tests and some other assessment. I, therefore, use a test as one means of motivating the learners towards teaching learning process.*

Item 4 was designed to elicit how frequently the EFL teachers practice giving quality learning to their students. Consequently, the large number of the respondents 46 (54.8%) replied that they sometimes worry about delivering the quality of lesson, whereas only 1 (1.2%) of the teachers answered s/he always exercise to deliver quality teaching. The current writers of this research came to question why large number of the EFL teachers sometimes worried with the issue of the quality in which everyone from the ministry to the ordinary primary

school the Head News is the quality. Thus, this question (Q<sub>4</sub>) became a hot agenda during the FGD time among the interviewers. Although it was very mature and unexpected to arrive at conclusion with the point, most of the discussants openly expressed the problematic points with the quality of the teaching learning process.

**One of the instructors explained that the quality is affected by:**

*The lack of practical effort and coordination to bring real change and the lack of ownership of the problem of quality education and it the problem of overall stake holders; it is not an issue left to only teachers. He repeatedly complained that there was a lack of coordination of stakeholders at the national level, a lack of connecting English language to real societal problems, and a lack of exploiting the available resources wisely and meaningfully. So, in the absence of these entire how it would be possible to exercise quality teaching in the classroom. That would be really fake.*

From the collected data point of view, it would be possible to deduce that the majorities of EFL teachers do believe that students are expected to be free from mistakes, whereas almost equal number of respondents replied that they rarely believe students are unable to learn without making mistakes. This data implies that there are teachers who are in the side of against the mistake philosophy or thought school and there are the followers of school though saying “mistakes are the sign for learning.” The data collected by class room observation was congruent with this. For instance, some teachers were observed that they gave immediate feedbacks when the students committed mistakes. To the contrary, other EFL teachers were tolerant while the students committed an error. Q<sub>7</sub> was designed to gather information how frequently the EFL teachers help their students work in groups. Accordingly, almost to say all EFL instructors usually encourage their learners to work cooperatively. This data was also supported by FGD and classroom observation that all showed the teachers tried to cooperate the learners to learn not only from their teachers. It was repeatedly explained by the respondents during the FGD that student -centre approach should be not only appreciated but all of the teachers should implement in their classes. The majorities as seen from the data usually encourage their students to learn in their own way of learning. However, it was evident that the data collected through FGD and CRO (hence forth, classroom observation) is incongruent with the response from the questionnaire. Teachers were observed playing their roles of giving lectures, class work, assignments and some other works.

EFL teachers were asked how often they teach their lessons in flexible so as to benefit the students effectively under item 10, 45 (53.6%) of them replied that they usually keep their students to learn in a very flexible way. The researchers were very eager to triangulate this data with the other information gathered via focus group discussion and classroom observation. To this end, the way most of the teachers perceive the flexibility of the lesson is less connected to the content; it is rather helping the students to understand the lesson by using various methods of teaching. In fact, during the classroom observation teachers were trying to apply different types of teaching methodologies. However, the practicality of each method raises their own questions. For instance, they sometimes teach through dramatization and other time through questioning and answering. Item 11 was designed how frequently the EFL teachers are designing teaching lesson plan and using of it. For this, most of them 46 (53.6%) replied that they usually prepare their plan and try to teach detail tasks based on the plan. This data was consistent with classroom observation as well.

**One of the discussants on FGD said:**

*I believe lesson plan preparation is not only the matter of dividing the courses into sections and providing to the school principal; it is rather the basic tool that all of us (teachers) should prepare and play our significant role in teaching as well.*

Item 12 was designed to elicit information from EFL teachers how frequently they efficiently use their time and teach it accordingly. Accordingly, 4 (4.8%) never; 2 (2.4%) rarely; 26 (31%) sometimes; 42 (50%) usually; 10 (11.9%) always. Thus, as seen from the data collected one can deduce that the majorities of the respondents usually use their time efficiently and teach it accordingly. However, there was mismatches with the data collected by focus group discussion and classroom observation that some of them explained that they did not use their time 100% and the classroom observation also showed some of their times were wasted unnecessarily. Again, in item 13 EFL teachers were asked how frequently they understand reflective teaching as their own approach or style of language teaching. With this regard, 3 (3.6%) of the respondents replied that they never understand that way. To the contrary, 33 (39.3%) of the EFL respondents answered that they usually understand that having a deep understanding of reflective teaching would mean it is my style of teaching. This item was another area where the discussants took more time during FGD.

#### **4. Summery, Conclusions and Recommendations**

##### ***4.1. Summary of the Major Findings***

The purpose of this study was to explore the practices and challenges of reflective teaching in helping EFL teachers to become more efficient practitioners' reflective teaching in second cycle primary schools (5-8) of the selected Zones. To this end, the basic questions addressing issues related to the approaches and strategies of reflective teaching do the primary schools EFL teachers implement, the levels of reflective teaching (thinking) do primary schools EFL teachers' exhibit, the way EFL teachers perceive their roles as teachers and that of students as learners and the factors hinder/impede primary schools EFL teachers' reflective teaching were raised.

To seek answers to these questions and to achieve the study objective descriptive survey method was used. With the intention to address the questions the researcher reviewed relevant literature and prepared questionnaires, interview guides and observation check list to gather data. Accordingly, open and close ended questionnaires were prepared for selected second cycle primary schools (5-8) teachers. These questionnaires were commented by the research team and after the necessary correction and modifications; the questionnaires were duplicated and distributed to 84 teachers. Besides, to gather more detailed information and to substantiate the information acquired through questionnaire, interview and observation check list was conducted. The data obtained were analyzed with the help of SPSS. Such statistical tool as percentage, frequency, mean and standard deviation were used to analyze the quantitative data where as descriptive analysis was used for the qualitative part.

Based on the analysis of the data, the researchers came up with the following major findings:



❖ The study disclosed teachers have no much understanding about the importance of reflective teaching thus the majority 27 (32.1%) teachers responded 'neutral' while 20 (23.8%) replied 'agree' respectively. The finding showed that most of the respondents have perceived that they were not specifying tasks and measurements clearly while they teach since 28 (33.3%) and 23 (27.4%) of the respondents replied 'as they were un able to decide or have no idea' and 'disagree' respectively to the item which tries to identify as reflective teaching can specify tasks and measurements or not.

❖ The study revealed that 26 (31%) and 23 (27.4%) respondents were unable to decide and disagree respectively in identifying if the teachers consider reflective teaching facilitates presenting new information by explaining, outlining, summarizing, reviewing or not i.e. it deduce that the majority of the respondents have no good understanding of the role of reflective teaching.

❖ It was revealed by the study that 27 (32.1%) and 19 (22.6%) of the respondents replied undecided and disagree on how teachers maintaining task focus and pacing instruction appropriately. And it indicates that teachers have low perspective to identify whether or not reflective teaching maintains task focus and pacing instruction appropriately. Hence, 28 (33.3%) and 27 (32.1%) of the respondent have shown their disagreement, and were unable to decide in whether reflective teaching promotes students involvement and enhances their participation and one can conclude that the respondents have no good understanding about whether reflective teaching promotes students involvement and enhances their participation in every activities or not.

❖ Regarding whether reflective teaching helps to communicate with once own expectations for successful performance in teaching learning process or not. Most of the respondents, 26 (31%) and 18 (21.4%) responded disagree, and remained unable to decide to the item respectively. And this shown that teachers give less attention to reflective teaching which helps to communicate with once own expectations for successful performance in teaching learning process. The study result depicted that teachers do not understand as reflective teaching helps to review once own work frequently. Since 32 (38.1%) and 34 (40.5%) of the teachers replied neutral and disagree respectively to the idea which asks whether reflective teaching can adjust instruction to maximize students or teachers accuracy or not. Thus, it shows that most of the respondents in focus do not use reflective teaching for it provides to maximize students or teachers accuracy in every aspects of academic world.

❖ As the study revealed most of the respondents, 38 (45.2%) showed disagreement to identify whether the respondents know as reflective teaching helps teachers to inform students when they are successful or not. And this shows that most of the teachers have no awareness about the impacts of reflective teaching.

❖ The study result also found out that the majority 35 (41.7%) of the respondents indicated as they are unable to decide their position to identify whether reflective teaching helps to give information about how to achieve success in their teaching learning process or not. This shows that most of the respondents have no confidence that they can inform their learners how to achieve success in their teaching learning process. Most of the respondents, 39 (46.4%) indicated their disagreement to reflective teaching helps them to be flexible and finally makes them to be multidirectional by in their teaching.

❖ The study result showed that the majority of the respondents 40 (47.6%) do not have readiness to take risks that may occur as a result of tasks/projects,

❖ The study also showed that 37 % (27.4%) of the respondents disagree to whether reflective teaching signifies the teachers' dedication, single mindedness and enthusiasm to reflect. And this shows that the respondents have knowledge gap on understanding as reflective teaching signifies the teachers' dedication,

single mindedness and enthusiasm to give reflection on any activity they are asked react. More over the result also reveals that 39 (46.4%) and 24 (28.6%) of the respondents were unable to decide and disagree in the extent to which reflective teaching is active, persistent, and careful consideration of belief to help students.

❖ The study revealed that the majorities of the teachers 29 (34.5%), and 25 (29.8%) of them replied that EFL teachers sometimes and usually encouraged their students to discover in what they are good for more success. Even though the data through FGD support as the teachers always encouraged their students to discover what already their students are good at. But, in the classroom observation conducted teachers rarely perform in encouraging their students so as to discover what they have already known and instead, the EFL teachers were seen trying to offer them the daily lesson are usually engaged with. The study result depicts that most of the EFL teachers allow their students to work on what they are interested in. In contrast to this, qualitative data by FGD and classroom observation reveals as EFL teachers did not allow their students to work on what they are interested in and to disallow with something which they are not interested with.

❖ The study also deduce that the majorities of the teachers 26 (31%) 26 (31%) sometimes and usually respectively in responding to how they use the test as a tool of motivating their students and they rather devise the other mechanisms to motivate their students in the learning process. To the contrary, FGD and classroom observation hardly support this information. It was discovered that test is one of their good means to motivate their students if not the only motivating factors. Example: *“Akka barattoonni kiyya siyaanaa fi fedhiin barataniif yeroo hundumaa qormaatni akka kennamuuf ittinan hima. Qormaatni hin kennamu yoo ta’ee ijoolleen sirriitti waan baratan natty hin fakkaatu. Kanaaf barattoota kootiif qormaata sirriitti kennuudhaan akka isaan fedhii barumsa horatan nan taasisa”*.

❖ As the study found the large number of the respondents 46 (54.8%) replied that they sometimes worry about delivering the quality of lesson. Regarding this One of the instructors in FGD discussion explained that *lack of practical effort and coordination to bring real change and the lack of ownership of the problem of quality education and it is the problem of overall stake holders; it is not an issue left to only teachers. He repeatedly complained that there was a lack of coordination of stakeholders at the national level, a lack of connecting English language to real societal problems, and a lack of exploiting the available resources wisely and meaningfully. So, in the absence of these entire how it would be possible to exercise quality teaching in the classroom. That would be really fake.*

❖ The study also deduce that the majorities of EFL teachers do believe that students are expected to be free from mistakes, whereas almost equal number of respondents replied that they rarely believe students are unable to learn without making mistakes. “Mistakes are the sign for learning.” To the contrary, other EFL teachers were tolerant while the students committed an error. As found by the study almost to say all EFL instructors usually encourage their learners to work cooperatively.

❖ The majority 45 (53.6%) of the teachers replied that they usually keep their students to learn in a very flexible way. But, FGD and CRO data brief this as most of the teachers perceive the flexibility of the lesson is less connected to the content; it is rather helping the students to understand the lesson by using various methods of teaching.

❖ The study result showed that most of them 46 (53.6%) usually prepare lesson plan and try to teach detail tasks based on the plan. Regarding this one of the discussants on FGD said: *“ I believe lesson plan preparation is not only the matter of dividing the courses into sections and providing to the school principal; it*

is rather the basic tool that all of us (teachers) should prepare and play our significant role in teaching as well'.

#### **4.2. Conclusions**

Likert Scale, the response of the key respondents highly inclines to neutral too. Consequently, majority of the teachers were found not to have good understanding about reflective teaching in EFL classes. Moreover, as shown in this table 1, the Cronbach's Alpha coefficient of all the items in the sub-group is 0.80, which is above the acceptable reliability range [20].

Generally, from the above quantitative and qualitative data discussions, it can be inferred that EFL teachers in the second cycle primary schools of the study area have no good understanding or they have a knowledge gap on teachers understanding of reflective teaching.

Thus, the result of the study indicated that teachers understanding on the concept and use of reflection as a teaching strategy is below the expected one. Thus, it would help them little to ensure that the importance of reflective in preparing their students to become reflective learners, and it blocks the learners to practice in their own way of reflection and less model as well. This could be emanated from different barriers of reflective teaching, such as inadequacy of free expression and less perception of the usefulness of reflective teaching and lack of prior experience and having less time for reflection are the major causes of the challenging towards reflective teaching. However, the concept and process of reflecting upon one's own teaching is viewed as an essential component in developing knowledge and theories of teaching, and is hence a key element in one's professional development.

#### **4.3. Recommendations**

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded

- In order to maximize the EFL teachers' approaches and strategies of reflective teaching so as to help their students to reflect on their teaching, teachers should increase their awareness of reflective teaching and improve the practice of reflective teaching. It was observed that teachers were unable to succeed in achieving: *Cognitive strategies*, which enable learners to understand and produce new language, and *Meta cognitive strategies*, which allow learners to control their own learning through organizing, planning, and evaluating, and *affective strategies*, which help learners gain control over their emotions, attitudes, motivations, and values.
- Teachers should play huge role in preparing their students to become effective learners through designing specific tasks for the learner to make learning easier, faster, more enjoyable, more self directed, and more transferable to new situations. Teachers are expected to Provide feedback on both the content and process of the learners own reflective practice and able to provide an environment that encourages reflective practice
- EFL teachers should be able to reflecting on experience that can provide learners a means to integrate learning and to construct an understanding of their own professionalism, and to be effective, reflection must be more than superficial or ritualistic.

- Lastly the researchers recommend that EFL teachers for primary schools are expected to minimize if not avoided the barriers of reflective teaching by having a clear understanding of reflective teaching and its implementation, avoiding personal negative factors and using the positive opportunities of the culture, environment, and etc.

### **Acknowledgement**

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## **Appendix**

### **General Directions:**

This questionnaire is designed to elicit information from English language teachers regarding with practices and challenges on reflective teaching.

The response for each item in the questionnaire could be of great help to the intended purpose. Therefore, the researchers kindly request your honesty reply. Your responses are confidential and will be only used for the academic purpose.

Each of the items has one or more answers. Please put an 'X' in the space provided that corresponds to the responses you select. When you are asked to provide information, please write your responses in the space provided. Thank you for taking part in this study! The Researchers.

**Notice:** You do not need to write your name on the questionnaire.

**Instruction I:** Please read each statement carefully and give your opinion by circling ONE for each statement.

Key: SD=Strongly Disagree (5), D=Disagree (4), DK= Don't Know (3), A=Agree (2), SA= Strongly Agree (1)

**Table 3**

No	Statements	Rating Scale				
		SD	D	DK	A	SA
1	I learned about reflection and reflective teaching when I was a trainee teacher.					
2	I was asked to write reflections about my lessons as a trainee teacher.					
3	When I first became a teacher, I was shown how to write reflections using the reflection section.					
4	I'm clear about the purpose of the reflective teaching.					
5	I'm expected to write reflections on a daily basis.					
	In our reflective teaching we are supposed to describe what went wrong in a lesson.					
6						
7	I prefer to just think about my lessons without having to write down comments.					
8	I use reflections right after I give my lessons.					
9	Giving reflection on my lessons takes a considerable amount of time.					
10	In my reflections, I summarize what I did in the lesson.					
11	I would not provide reflective comments if I was not asked to.					
12	It is not easy to find comments about reflection on a regular basis.					
13	I use reflective teaching to make decisions about my teaching and improve it.					
14	Teachers should discuss about reflective teaching with a colleague / senior teacher / supervisor.					

**Instruction II:** This part is meant to find out how frequently teachers play their roles in reflective teaching. Indicate whether you accomplish:

- ❖ Always (5), Usually (4), Sometimes (3), Rarely (2), Never (1)

To each of the items below put “x” mark in one of the boxes against the statements

**Table 4**

No	Items	5	4	3	2	1
1	I try to encourage each student to discover what he or she is good at and to help them become successful at it					
2	I like students to work on things that interest them					
3	I don't like giving tests, rather I try to find other ways of motivating students					
4	I like to encourage high quality learning in my class					
5	I don't think students learn by making mistakes					
6	I insist on students checking any work before handing it in					
7	I think students work better in groups because it helps them learn from each other					
8	Students need to realize that they can learn as much on their own as they can from me					
9	I believe students must learn to think for themselves					
10	I like to keep my lessons flexible so that students can have a choice over what they want to learn and how best to learn it.					
11	I find it much easier to teach when I have a detailed plan to follow					
12	I find that I am more likely to use the time efficiently in the classroom if I know exactly what I will do and what I expect students to do during the lesson					
13	I take reflective teaching as a deeper understanding of my own teaching style or approach					
14	I know students like teachers who are kind, consistent, efficient in organizing teaching and patient and who have sense of humor					