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PALESTINIAN SECONDARY EFL TEACHERS' AWARENESS AND ATTITUDE TOWARDS REFLECTION

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ABSTRACT

This study aimed at highlighting Palestinian secondary EFL teachers' awareness and attitude towards reflection. The sample of the study consisted of (48) Palestinian secondary EFL teachers who were teaching EFL in north Gaza governorate. They were divided into two groups, male (N = 20) and female (N= 28). They completed an awareness measurement which consisted of (5) questions to evaluate teachers' awareness in reflection. An attitude measurement included (12) statement was also completed by the same group. Frequencies, means, standard deviation, percentage, T- test, One Way ANOVA, Pearson Correlation and Spearman Brown were used to analyze the data statistically. The results showed that most EFL teachers had low level of reflection awareness and they had high level of attitude toward reflection. In addition, there were no statistically significant differences among EFL teachers in the awareness and attitude due to gender and years of experience.

Key Words--- reflection, EFL teachers, awareness, attitude, secondary school.

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INTRODUCTION

Promoting teacher's personality and charisma calls continual professional self-development. For this purpose, training teachers to adapt their own strategies for continual professional development is crucial. For decades, educational faculties have considered this issue in their programs in most countries. They train pre-service teachers to do several strategies as a part of their professional philosophy, personality and daily habits. Roberts (2014) states that the "term reflection has been part of the vocabulary of pre-service teacher education for many decades. During this time, many strategies have been created and

implemented to encourage the development of reflective abilities in future teachers." In the same context, Scales et al (2013, p.8) say that "all teachers in lifelong learning are required to provide evidence of a minimum of (30) hours continual professional development each year in order to maintain their license to practice. There is one quality above all that makes a good teacher- the ability to reflect on what, why and how we do things and to adapt and develop our practice within lifelong learning."

The importance of reflection raises the urgent needs for encouraging all teachers to adapt it as one of the most vital strategies for self-professional development and lifelong learning.

Many writers highlight its valuable role on developing students' learning and changes in the teachers' practices. Harvard and Hodkinson (1994, p.6) mentions that addressing the issues in working with pupils bring performed schemas to class. Scales et al (2013, p.6) urges teachers to follow reflection as a key to successful learning for them and their students. Abu Kmail (2016, p. 4) adds "reflection analysis has recently provided the teachers with a method of obtaining feedback for their teaching practice and a firm basis for reflection, discussion, and improvement related to their teaching." In addition, Gerow (1996, p.71) advises teachers to use reflection as a strategy for lifelong learning to develop their own practices, professional knowledge and understanding and share good practices with others. Moreover, reflection motivates the teacher to self-process, self-study, critical thinking, systematic understanding, creation of new knowledge and to learn the effective methods worked and how the teacher could improve these methods (Berry and Loughran, 2002, p. 115). Saylag (2012, p. 3851) add another set of benefits for doing reflection such as: it motivates teacher's practices, growth of identity as a teacher, develops pedagogical choices in the teacher's personal beliefs and encourages the teachers to understand learners' needs and abilities.

Definition of Reflection

There are many definitions for reflection, all of which point out similar ideas as main elements and steps for doing reflection as follows:

Abu Kmail (2016, p.39) sees reflection as "a complex process that seeks self-awareness in teacher's performance so it demands from the teacher to be more thoughtful and effective by employing different techniques in teaching to arouse students' thinking and imagination." Scales et al (2013, p.14) defines reflection as "a commonsense view of reflection is that it involves just thinking about things... a professional requirement that we have to provide evidence of, usually in a journal or log. This requirement brings teachers in the lifelong learning sector up to date with other professionals, such as nurses, social workers and human resource professionals." Moon (2004, p. 1) figures out "reflection is a form of

mental processing that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and, possibly, emotions that we already possess." Out of the previous definitions, the researchers concluded that reflection is the teacher's deep critical thinking of his/her and students' performance after passing an experience by following specific stages: feelings, description, analysis, generalization/theory, and plan action.

Four Criteria of Reflection

Rodgers (2002, p. 845) introduced four Criteria of reflection as follows:

- 1- Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas. It is the thread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends.
- 2- Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry.
- 3- Reflection needs to happen in community, in interaction with others.
- 4- Reflection requires attitudes that value the personal and intellectual growth of oneself and others.

ELC and Reflection

"Most of us spend time thinking about what we do and the effects we have on others, but we don't always take it a step further and reflect on our actions and make plans to do things differently. In professional setting, reflection is: deliberate; purposeful; structured; about linking theory and practice; to do with learning; about change and development-becoming a reflective teacher" Scales et al (2013, p.14). In other words, reflection is not a separate term that stands alone; it consists of a combination of stages integrated into one another and each one leads to another one. Besides, these terms are processes and each process has its own statements that teachers have to reach to achieve

reflection successfully. Reflection within experiential learning cycle stages is a scaffolding process; the teacher builds upon each process to reach an action plan. In the following are stages of reflection as presented by different writers:

While, Duckworth et al (2012, p. 41-42) view four stages of reflection:

- 1- Description: what happened?
- 2- Evaluation: did your lesson go well?
- 3- Analysis: what are your feelings and thoughts? What could you have done better to make the lesson more dynamic?
- 4- Action: what are your next steps to aid development of your classroom practice? Are the resources fit for purpose? How will you change?

Rodgers (2002, p. 851) presents six phases of reflection:

- 1- An experience;
- 2- Spontaneous interpretation of the experience;
- 3- Naming the problem(s) or the question(s) that arises out of the experience;
- 4- Generating possible explanations for the problem (s) or question (s) posed;
- 5- Ramifying the explanations into full-blown hypotheses;
- 6- Experimenting or testing the selected hypothesis.

Randall and Thornton (2001, p. 45) mention that experiential learning cycle of Kolb involves a four-stage process: learning: concrete experience, reflection observation, abstract conceptualization and active experimentation. In addition, Moon (1999, p. 28) summarizes the stages of reflection in the experiential learning cycle (ELC) in four stages as follows: experience, need to resolve, clarification of issue, reviewing recollecting, proceeding of knowledge and ideas, resolution, transformation, and possible action. Gibbs (1988, p.8) also points out six stages for reflection in lifelong learning: description, feelings, evaluation, analysis, conclusion, and action plan. In this study, the researchers adopted Kolb ELC in building the reflection form questions because it enables teachers to answer specific clear questions with providing accurate evidence for each answer.

Previous Studies

The term reflection attracts many researchers to study different issues related to it or to create a framework for its implementation. Below are some of these studies:

Saylor (2014) examines the relationships between reflective practice and teacher quality as manifested by six early childhood educators. The result of the survey reveals a strong relationship between levels of reflective practice and teacher quality scores from the edTPA instrument. More years of teaching experience and higher levels of education affect reflection and teacher quality.

Xiao (2014) investigates the impact of guided reflection on instructors' belief evolution and practice progression and explores instructors' personal background as influential factors on their pedagogical growth. Interviews, class observations, individual reflection interviews, and group reflection discussions are used to collect the needed data. Findings indicate that guided reflection had positive impact on instructors' pedagogical beliefs and instructional practices to different extents and at various paces depending on different instructors' personal backgrounds. Cross-case analysis pointed out that instructors' professional, educational, cultural and linguistic backgrounds, and personal traits played an important role in their pedagogical growth.

Saylag (2012) presents a framework for developing teachers as a critically reflective teacher. The framework shows the importance of personal beliefs and experiences merges beliefs and values creating state of the art theories of learning via conscious consideration, and consequences of teaching practice on critical reflection. It also presents some examples of teaching practices.

Liakopolou (2012) reveals student-teachers' ability to analyse and evaluate their teaching process and reflect on it. The result of analyzing (68) student teachers' reports after completing their field training experience shows that: it is difficult for them to reflect on their teaching and they focus on very specific topics.

Al-Issa and Al-Bulush (2010) emphasize the central role of reflective teaching in professional development among pre-service teachers. The

analysis of (90) final year responses of EFL student teachers and (8) trainers at Sultan Qaboos University in Oman on approaches and strategies used to help student teachers to reflect on their teaching shows that trainers need to change some of their practices and aspects which they've adopted because they had negative implications on their reflection and preparation.

Yun (2008) shows the most areas that teachers focus on in their reflection out of the five themes or categories that they labeled: student success, teacher interaction, student behavior, professional development, and classroom instructions. The analysis of (34) elementary school teachers' reflection shows that nearly half of the reflections are focused on students and their achievements (versus, for example, the teachers' own behavior). When teacher experience was considered, novice teachers seemed more likely to reflect on student, success, teacher interaction, and student behavior, than on professional development and classroom instruction.

Rodgers (2002) clarifies the definition of reflection and what it means to think by going back to the roots of reflection in the work of John Dewey because without clear definition of reflection it is difficult to find the effects of reflective teacher education and professional development on teachers' practice and students' learning. He finds that the four criteria offered by Dewey are the starting place for talking about reflection. The criteria are: taught, learned, assessed, discussed and researched.

Commentary on the Previous Studies

Previous show of related studies revealed that there is an urgent need for adopting reflection to develop teaching practices. Some studies mentioned the benefits of reflection on teachers' performance, others investigated most areas that teachers focus on in their reflection while some of them present a framework for practicing reflection. On the other hand, some studies revealed teachers' beliefs and ability in reflecting. This means that EFL teachers should take into account all these points to use reflection as a mean for professional development. In spite of this attention to reflection in these studies, none of them are concerned with

EFL teachers as teachers who teach new language and face unlimited problems and obstacles during their practices. In completion to others' work, the researchers were motivated to conduct this study.

Statement of the Problem

Reflection gives the teachers opportunities to think deeply systematically and critically on their own performance as well as that of their students during specific practices. This displays the importance of reflection to develop teaching practices and the final outcome of the teaching process which is students' achievement and meeting objectives. Therefore, this study aimed at exploring the level of EFL teachers' awareness and attitude towards reflection as an important strategy for professional development.

Research Questions and Hypotheses

The main research questions of the research are:

1. What is Palestinian secondary EFL teachers' awareness of reflection?
2. What is Palestinian secondary EFL teachers' attitude towards reflection?
3. There are no statistically significant differences at ($\alpha \leq 0.05$) among Palestinian secondary EFL teachers' awareness of reflection due to gender (male and female).
4. There are no statistically significant differences at ($\alpha \leq 0.05$) among is Palestinian secondary EFL teachers' attitude towards reflection due to gender (male and female).
5. There are no statistically significant differences at ($\alpha \leq 0.05$) among Palestinian secondary EFL teachers' awareness of reflection due to years of experience.
6. There are no statistically significant differences at ($\alpha \leq 0.05$) among is Palestinian secondary EFL teachers' attitude towards reflection due to years of experience.
7. There is a relation between awareness of and attitude toward reflection among Palestinian secondary EFL teachers.

Research Purposes

This research aimed at revealing Palestinian secondary EFL teachers' awareness and attitude

towards reflection and the presence of any significant differences among those teachers due to gender and years of experience.

Research Significance

This research focused on one of the most important means for professional development which is reflection by talking about its stages in ELC and its importance for EFL teachers. In addition, it showed the simplest way for writing it to help EFL teachers and other teachers to follow after each lesson for developing their performance in their future practices by pointing out the easiest form of (5) questions needed to be answered in reflection.

Delimitations of the Study

This study was conducted on a sample of (48) EFL secondary school teachers (20) male and (28) female who were teaching English in north Gaza governorate and completed the awareness

measurement of (5) questions and attitude of (12) items.

Research Method

The researchers followed the descriptive method by asking a sample of secondary school teachers to complete the awareness and attitude measurements. Then, they analysed the data and presented a group of recommendations.

Research Population and Sample

The population of this study consisted of (60) EFL teachers who were teaching English for secondary schools in north Gaza. They were distributed into (11) male schools and (12) female. A group of (20) male teachers and (28) female teachers were presented the sample of the study. The following table shows the characteristics of the sample.

Table (1) The Population and Sample of the Study

Variable		Frequency	Percentage
Gender	Male	20	41.7
	Female	28	58.3
Years of Experience	1	2	4.1
	2	19	39.58
	3	16	33.3
	4	11	22.91

Study Tools

An awareness and attitude measurement were completed by (48) EFL teachers after they finished their teaching experience to know their awareness and attitude toward reflection.

A- Awareness Measurement

A measurement of five questions completed by (48) EFL teachers individually after they finished one class directly. The questions are: (1) How do you feel? Why do you say that? (2) Did you achieve your objective? How do you know (mention specific one thing)? (3) Identify one significant moment that went well. Write a few words to identify it and say why it went well? What helped students' learning in that moment? (4) Identify one significant part of the lesson that didn't seem to go well. Write a few words to identify it and say why it did not go well? What hindered students' learning in that moment? (5) What changes are you going to do next time if you do the same lesson? (Mention 2 points only based on your answer for question 4 and 5).

B- Attitude Measurement

To reveal EFL teachers' attitude toward reflection, an attitude measurement of (12) and five-point Likert- scale items was prepared by the researchers and completed by the same EFL teachers.

Validity of the Awareness and Attitude Measurements

The validity of the awareness and attitude measurements was checked by content validity and internal consistency as follows:

- a- Content validity, the awareness and attitude measurements have been administered in their initial draft to (7) EFL supervisors to gain consensus from the panel specialists. The supervisors recommended to rewrite one of the five questions to be more clear in the awareness measurement. Regarding the attitude measurement, it was (14) items most supervisors recommended to blend

two items together because they have the same meaning and idea and one item was excluded.

- b- Internal consistency, Pearson's correlation coefficient between the score of each question and the total score of the

awareness measurement was used to verify its internal consistency and between the score of each item and the total score of the attitude measurement. The following table outlines the results:

Table (2) Pearson's Correlation Coefficient between the Score of each Question/Item and the Total Score of the Awareness and Attitude Measurements

Awareness Measurement			Attitude Measurement					
No.	Pearson's Correlation Coefficient	Significant Level	No.	Pearson's Correlation Coefficient	Significant Level	No.	Pearson's Correlation Coefficient	Significant Level
	0.570	0.01	1	0.674	0.01	7	0.701	0.01
	0.588	0.01	2	0.797	0.01	8	0.709	0.01
	0.624	0.01	3	0.819	0.01	9	0.844	0.01
	0.429	0.01	4	0.807	0.01	10	0.712	0.01
	0.583	0.01	5	0.780	0.01	11	0.792	0.01
			6	0.761	0.01	12	0.410	0.01

It is concluded from the table (2) that all questions and items were statistically significant at significant level (0.01). This means that the tools were highly consistent and valid to be used in this study.

Reliability of the Awareness and Attitude Measurements

An estimation of the tools reliability over the pilot sample was predicated by using Cronbach Alpha formula for the awareness measurement and it was (0.92). The Spearman Brown was used to find the reliability of the attitude measurement; the value was (90%). The results of tools reliability proved to be reliable.

Findings

The First Question is "what is Palestinian secondary EFL teachers' awareness of reflection?" The researchers analyzed EFL teachers' responses on the awareness measurement. Below the findings of the analysis:

EFL teachers' responses on the first question of the awareness measurement "How do you feel? Why do you say that?". Through analysing EFL teachers' responses, the researchers found that (77%) of EFL teachers were able to describe their feelings after finishing the lesson and justified their feelings clearly. Below are extracts for teachers' responses on the first question of the reflection:

Extract (1) I was so satisfied especially at the beginning of each activity, but I became so confused when I gave the instructions of the activities. I asked myself if I gave my students the instructions in chunks or not !!! I was wondering if they got the idea or not.

Extract (2) I felt happy, because my students engaged in the lesson. Most of the time they were interacting and participating. However, I was confused a little bit because my lesson is new to the students. They didn't have any previous knowledge about the grammatical rule, but I didn't anticipate that they didn't even know the meaning of the verbs. After finishing the lesson, I realized that I need another class to ensure that the students fully understand the lesson.

The extracts presented that EFL teachers' talked about their feelings of the lesson as a whole and specific things, mentioned reasons for saying that and connected their feelings to specific situations and steps in their lesson.

While (23%) of EFL teachers were not able to talk about their feelings. It is noticeable, they were talking about general things as it reveals in the next extracts:

Extract (1) Sometimes, I feel satisfied. Other times, I feel unsatisfied according to the lesson and students I teach.

Extract (2) My feelings differ according to many things: e.g. I feel tired or shocked when I teach abstract ideas or when students were passive because they do not have suitable background.

The two extracts showed how the teachers misunderstood the question and talked about feelings in general or about general issues in teaching.

EFL teachers' responses on the second question of the awareness measurement "Did you achieve your objective? How do you know (mention specific one thing)?" EFL teachers' responses on this question indicated that (75%) were able to measure if the students met the objective or not as shown below:

Extract (1) Yes, I did. I know this through checking students' answers on oral questions after each step of the lesson and their answers on the summative evaluation. At the end of the lesson I asked them to summarize the lesson in a paragraph and tell their partner. I noticed they wrote a summary and engaged in the activity.

Extract (2) Yes, I did. It is clear from students' reaction on the last activity "describing your last trip for the group". Most students described their trips and when I asked them to tell me about others' trips they did.

It is obvious from the previous extracts that EFL teachers talked about the students' achievement in the lesson they did and mentioned specific activities that showed the extent to which the students met the lesson objective.

On the other hand, (25%) EFL teachers mentioned general things in answering this question such as:

Extract (1) Sometimes, I felt I achieved my objective for example: I ask Ss to apply a rule in grammar or ask them to read a paragraph to find some information.

Extract (2) Yes, I can measure my objective through Ss interaction and their grades in the exams.

EFL teachers talked about their performance in general in different lesson. They did not mention specific things related to the lesson they achieved before they wrote the reflection directly. In addition, it is clear that they did not

know in which stages of the lesson the teacher could measure the range of achieving the lesson objectives.

EFL teachers' responses on the third question of the awareness measurement "Identify one significant moment that went well. Write a few words to identify it and say why it went well? What helped students' learning in that moment?" The response showed that (21%) of EFL teachers were able to identify one significant moment that went well in their lesson but they failed to mention how did they help students clearly and what students' reactions were at that time. In other words, they did not give the reader opportunity to imagine the whole picture of that time in the lesson.

Extract (1) When I presented the meaning of new words, I used different techniques: pictures, contexts and actions. I noticed that these techniques helped me to elicit the meaning and helped Ss to get the meaning easily. I ensured that Ss got the right meaning by giving them a complete activity individually after presenting the meaning of the new/difficult words and most of them completed it correctly in short time.

Extract (2) The most significant moment in my lesson was the last activity when I gave each pair of Ss cards about the story to arrange them and write their own story. I gave them 5 min to finish the activity. A couple of pairs finished the activity with 2 min. after 3 min, I noticed that all Ss finished and raised their hands to share their stories except one pair who asked for more time. Ss said the lovely pictures and the list of words in the board helped them to achieve the activity so quickly.

Further, (79%) of EFL teachers identified general things in their lessons such as things related to lesson objective and about specific procedures and their performance and students' reaction in that time of the lesson as it is clear in the next extracts:

Extract (1) One significant moment happened when I explained the passive 'how to change different sentences with different tenses'. I felt that the students understood the lesson well

Extract (2) When I explained some points related to phrasal verbs students understood them and answered all questions.

EFL teachers' responses on the fourth question of the awareness measurement "Identify one significant part of the lesson that didn't seem to go well. Write a few words to identify it and say why it did not go well? What hindered students' learning in that moment?" Nearly, (2%) of EFL teachers were able to identify one significant part of their lessons that didn't go well and mentioned specific evidence for what hindered students' learning as it is clear in the following two extracts:

Extract (1) The Use Activity. In use activity, I gave Ss some pictures to talk about in present continuous. I planned that they will use the language by asking each other, but they didn't and started doing it individually as it was a practice! I gave them instructions again, but there was still no use of the target language which frustrated me. For example, Ramy was hiding his answers from his partner Ahmed even when I told him that he had to work with him!

Extract (2) In the beginning of the lesson, I asked Ss to read the text silently to answer the two questions I wrote on the poster within 3 min. most Ss spent a long time in reading and answering the questions. They spent 7 min in doing this activity. I tried to stop them but I couldn't because they focused on reading word by word and on understanding the detailed information in the text to prepare themselves for the next questions according to what has been mentioned by Lina, Doha, Inas and Rana (the best Ss in the E class)).

On the other hand, most of EFL teachers with (98%) were not able to talk about one significant part of their lessons that didn't go well and mention specific evidence for what hindered students' learning. They wrote general statements about general things as shown below:

Extract (1) Warming up. Ss don't focus on specific things or the lesson.

Extract (2) During explaining one lesson of grammar, some points are difficult, some Ss face difficulties in answering certain statement.

EFL teachers' responses on the fifth question of the awareness measurement "What changes are you going to do next time if you do the

same lesson? (Mention 2 points only based on your answer for question 4 and 5). About (17%) of EFL teachers considered scaffolding of their answers and interpretations in the previous questions to draw out their SMART action points for future practices. Below are two extracts from EFL teachers' responses:

Extract (1) I will manage time more effectively by giving enough appropriate time for each activity through the different stages of PDP.

I will use clear pictures for presenting the meaning of difficult words by selecting colorful pictures with appropriate size.

Extract (2) For next times, I will ask customers to stand in lines, to avoid making any noise while at the same time to speak to each other about what they are going to buy. Besides, I will choose the strong to be the sellers and give them clear instructions like: If any customer comes to you and he speaks in Arabic, tell him you are not able to understand him and ask him to speak only English; otherwise, do not sell him anything. Also, I will give short shopping lists, so to give the chance to exchange roles: i.e, the customers become the sellers and the sellers become the customers

In contrast, (83%) of EFL teachers wrote general practices they are going to consider without considering things that helped or hindered students' learning in the lessons. They finished or they mentioned action points without saying how they are going to achieve them as it is clear from the next extracts:

Extract (1) 1-use materials appropriate with the age of the students

2-change the plan if it isn't appropriate

3-treat students as young adults

Extract (2) In future speaking lessons, I will give Ss enough time + opportunity to talk to each other.

The Second Question is "what is Palestinian secondary EFL teachers' attitude towards reflection? To answer this question, percentages of EFL teachers' responses on the attitude measurement were calculated as table (3) presents them.

Table (3) Means, Standard Deviation and Rank of EFL Teachers' Attitude towards Reflection

No.	Items	Means	Standard Deviation	Relative Mean	Rank
1	Motivates me to talk about my feeling after each lesson	3.2917	1.07106	65.82	12
2	Helps me to understand teaching needs	3.6458	0.99978	72.9	11
3	Develops my teaching performance through focusing on the weakness and strength points	3.875	1.06441	77.5	5
4	Helps me to focus on measuring the rate of achieving the objective of the lesson	3.8542	0.98908	77.08	7
5	Motivates me to specify specific points for next classes and lessons in order to focus on developing them	3.8125	0.91457	76.25	9
6	Motivates me to focus on my performance as well as Ss' performance during the whole time of the lesson	4	0.77184	80	2
7	Encourages me to review the lesson plan of each lesson plan after I achieved it	3.7292	1.02604	74.58	10
8	Gives opportunity for revising good and weak Ss' performance when talking about strength and weakness points in my lesson	3.8958	0.95069	77.9	4
9	encourages me ask myself what I want to do next time differently or why this point is good or weak	3.9375	0.998	78.75	2
10	I prefer to do it continuously after each lesson	3.8542	0.87494	77.08	7
11	I focus on considering different action points in each reflection based on the weakness and strength points	3.875	0.8411	77.5	5
12	I recommend all teachers to reflect after each lesson	4.0833	0.87113	81.66	1
Total		45.854	8.37166	76.42	

It appears from table (3) that all items relative weight range between accepted to high level. Item (12) has the highest relative weight which equals (76.42) and item (1) has the lowest percentage which equals (65.82).The total relative weight of EFL teachers' responses on the attitude measurement equals (81.66) and it means that EFL teachers have a high level of attitude toward reflection.

Results of the First and Second Hypotheses "There are no statistically significant differences at ($\alpha \leq 0.05$) among Palestinian secondary EFL teachers' awareness of reflection due to gender (male and female)" and "There are no statistically significant differences at ($\alpha \leq 0.05$) among Palestinian secondary EFL teachers' attitude towards reflection due to gender (male and female)."To test these hypotheses, the researchers used T.Test. Results are presented in table (4) below:

Table (4) T-test Value and Significant Level between Male and Female EFL Teachers' Awareness and Attitude toward Reflection

	Gender	No.	Means	Standard Deviation	T-test	Sig
Awareness	Male	20	10.3000	3.06251	-0.391	0.698
	Female	28	10.7143	3.97079		Not significant
Attitude Measurement	Male	20	45.0500	7.93709	-0.558	0.579
	Female	28	46.4286	8.76622		Not significant

The previous table (4) shows that the computed T is lower than the tabulated T in all the awareness parts and attitude toward reflection. Hence, it can be stated that there were no statistically significant differences attributed to the gender.

Test of the Third and Fourth Hypotheses "There are no statistically significant differences at ($\alpha \leq 0.05$) among Palestinian secondary EFL teachers' awareness of reflection due

to years of experience" and "There are no statistically significant differences at ($\alpha \leq 0.05$) among Palestinian secondary EFL teachers' attitude towards reflection due to years of experience." These two hypotheses aimed at finding if years of experience variable affects EFL teachers' awareness and attitude towards reflection or not. To test these hypotheses, the data were analysed by One-Way ANOVA. Results are presented in table (5) below:

Table (5) One-Way ANOVA Value and Significant Level among EFL Teachers' Responses due to Years of Experience on the Awareness and Attitude Measurements

		Mean Square	D _f	Sum of Squares	F	Sig.
Awareness	Between Groups	18.492	3	6.164	0.462	0.710
	Within Groups	587.425	44	13.351		Not significant
	Total	605.917	47			
Attitude Measurement	Between Groups	409.126	3	136.375	2.080	0.117
	Within Groups	2884.853	44	65.565		Not significant
	Total	3293.979	47			

It is clear that, there were no statistically significant differences among EFL secondary schools teachers in their awareness and attitude levels due to years of experience.

Test of the Fifth Hypotheses "There is a relation between awareness of and attitude toward reflection among Palestinian secondary EFL teachers." To find out the relation between awareness and attitude, Person correlation 2 tailed was used. It was (0.089) and the estimation value was (0.547) which means that there is no relation between EFL teachers' awareness and attitude towards reflection.

Discussion

The result of EFL teachers' responses on the awareness measurement showed that the teachers had a low level of awareness. The researchers attributed this result to many reasons; some of them could be summarized as follows:

EEL teachers may not use to reflect on their practices by following up ELC stages and steps and answering systematic questions. They used to negotiate with each other about their practices in different lessons or about general practices without mentioning specific evidence from their performance or students' reaction. Other times,

they used to discuss specific problems they faced when dealing with a student/s or in presenting a specific point in their lesson. This affects EFL teachers' responses on the awareness measurement through giving general points in educational practices for most of the questions.

Besides this, it could be the first time for most of EFL teachers to follow written reflection on their practices on a specific lesson. This hindered them to reach clear and accurate understanding of awareness measurement questions. In Liakopolou's (2012) study, it proved that the teachers focus on very specific things which hindered them to reflect on their practices successfully. According to researchers' knowledge and experiences in supervision in the Gaza Strip schools, the supervisors gave the teachers general comments or asked them about specific performance or issues during the lesson but did not give the teachers an opportunity to reflect systematically on their lesson. Of course, this affected their awareness level and led them to mention general things in education. This result resembled the findings of Al-Issa and Al-Bulush (2010) which indicates that trainers need to develop their abilities of reflection.

Another reason for the reflection responses findings could be related to EFL teachers' philosophy of talking about their performance and lesson. They may use to talk about their performance in general without focusing on identifying specific situations and considering students' performance at that time. This was clear in their responses in most of the questions. That is because in reflection, there is a set of questions the teachers have to ask themselves and they need to talk deeply and clearly about their experiences. "this process of probing with questions helped teachers to discover where they were doing well and to plan when where improvement urgent to be made" (AbouShaaban et al, 2016, p.43).

In addition, this result could be due to the characteristics and consciousness of most EFL teachers as well as other subjects' teachers. They were afraid to evaluate themselves sincerely because they think the supervisors, principals or any of the officials will punish them. So, they preferred to talk about things in general and avoided

mentioning specific evidence from their lessons. This also goes back to their appreciation of reflection and its role in the professional development. It contrasted with Yun (2008, p.1) when he says "reflection is an essential tool for learning and self-supervision...is not just thinking about something but rather an intentional thought process. Moreover, it is assumed that this intentional process is triggered when a person is provoked to reflect based on an incident that provokes surprise, puzzlement, confusion, or discomfort ...the person attains a deeper meaning and understanding of the critical incident"

On the other hand, the EFL teachers' responses on the attitude measurement showed that they had a high level of attitude towards reflection. It could be based on their deep thinking of the need to use different strategies of continual professional development to develop their practices although they may follow different strategies other than reflection. This supports by Richards and Farrell (2005, p. 4) by saying it is a way of professional development of EFL teachers that develops their understanding of teaching and of themselves as teachers. This is also what has been proved by Shoqair and AbouShaaban study (2013) which presents (20) strategies of professional development used by EFL teachers.

Because of this low level among most EFL teachers in their reflection awareness, the results of the hypotheses showed that there were no statistically significant differences due to the research variables.

Recommendation

Based on these results, the following recommendations are made for different parities:

- EFL teachers have to adopt reflection after each practice as a mean for professional development.
- Supervisors need to consider teachers' reflection in teachers' evaluation final score and encourage them to do it continually because of its great rule on developing teaching practices and students' performance.
- It is valuable if the supervisors conduct training and seminar sessions in writing reflection to enhance teacher's awareness in following

systematic stages and steps in writing reflection.

- Written reflection could be included in teacher's portfolio to encourage them to write it continually.
- TEFL courses in university level must include reflection as an important part of the course.
- Further studies should be conducted to investigate the difficulties of using reflection as one of the most important strategies of professional reflection.

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