

The Impact of Using Reflective Teaching Strategies on Developing Classroom Performance of Prospective Students of English at Al-aqsa University

Ayman Hassan Abu Alainin

Directorate of Education-Khan Younis

Abstract

This study aimed at investigating the impact of using reflective teaching strategies on developing classroom performance of prospective teachers of English at Al-Aqsa University. The researcher adopted Quasi-experimental approach. The sample of the study consists of (32) prospective teachers of English randomly chosen and enrolled at the first term of the academic year (2017-2018). Research instruments were interviews, a checklist and analytic scoring rubric. Descriptive statistics were used for data analysis. In light of the checklist, the study showed that there are many important classroom teaching practices. The results also demonstrated a noticeable improvement in the classroom performance of the experimental group in the post-observation. The study findings also illustrate that statistically significant differences at (0.01) level were found in overall classroom performance and in the six cores of the experimental group in favor of posttest. The study recommended the Reflective Teaching Strategies should be incorporated in EFL teacher education programs.

Key Words: impact, reflective teaching strategies, classroom performance, prospective teachers.

ملخص:

هدفت هذه الدراسة إلى بحث أثر استخدام استراتيجيات التدريس التأملي على تطوير الأداء الصفّي للطالبات الملمات، تخصص اللغة الانجليزية في جامعة الأقصى. لقد استخدمت الدراسة المنهج شبه التجريبي. وتكونت عينة الدراسة من (٣٢) طالبة مقيدة بالمستوى الرابع في تخصص اللغة الانجليزية وأساليب تدريسها، وتم اختيار العينة عشوائياً، كما استخدمت الدراسة الأدوات البحثية الآتية: المقابلة، قائمة ملاحظة الأداء الصفّي ومقياس التحليل. علاوة الى ذلك استخدمت الدراسة الإحصاء الوصفّي لتحليل البيانات كمياً وكيفياً. أظهرت نتائج الدراسة أهم ممارسات الأداء الصفّي التي تحتاجها الطالبات الملمات داخل الغرفة الصفية، كما اوضحت النتائج أن تحسناً ملحوظاً في الأداء الصفّي للمجموعة التجريبية، علاوة على ذلك أظهرت نتائج الدراسة أن ثمة فروق ذات دلالة إحصائية عند المستوى (0.01) لقائمة معايير الأداء الصفّي ككل وفي كل من المحاور الستة في التطبيق البعدي لصالح المجموعة التجريبية. وأوصت الدراسة بوجوب دمج استراتيجيات التدريس التأملي في برامج إعداد معلم اللغة الانجليزية.

Introduction

Teachers need to develop and enhance the qualifications which are necessary to carry out their different duties and functions. For this reason, the pre-service and in-service preparation programs must be updated in order to provide teachers with the necessary and suitable experiences that enable them to develop their abilities.

One of these preparation programs is teaching programs currently used in the faculties of education. Through these programs, prospective teachers acquire some facts about the characteristics of a good teacher and teaching process. They also learn more about the useful methods of teaching, how to choose and use instructional aids, how to manage the class and how to evaluate their students. Nunan (2014) confirmed the necessity for the programs which would grant the prospective teachers different abilities and skills such as reflective thinking and problem-solving. Also, prospective teachers would know the duty of school management and system.

In some Arab countries, it is noticed that there has been a considerable growth of interest in the use of recent trends in teaching English as a foreign language which develops the teachers' performance such as attending conferences, consulting colleagues, discussing published scholarship and participating in teacher development courses.

Richards and Lockhart (2005) mentioned that there is a movement away from "methods" and other "external" or "top-down" views of teaching towards an "internal" or "bottom-up" view of teaching that represents reflective teaching.

The idea of reflection started 10 years ago. Burge (2004) reported that "the concept of reflection for improving professional practice has gained notable regard in the United Kingdom, Canada, United States, Australia, and other countries throughout the past two decades".

Research on teaching and teacher education has proved a shift of emphasis to teachers' thought processes. Mahdi (2014: 4) said that "the important causes in instruction practicum and practice are not the regular implementation of set routines. (e.g., Has the teacher got a lesson plan? Can the teacher control the class? etc.)".

Reflective teaching has been widely used in the field of teaching and teacher education. Teresa (2012) referred to reflective teaching as "assisting teachers to think about what took place, why it happened, and what else they could have done to fulfill their objectives".

Al-Hazmi (2008) showed that the important quality of reflection is thinking

about how to improve teaching practice. The study also demonstrated that reflective teaching can lead to professional and personal growth. Moreover, it developed the teaching profession and students' learning.

The researcher points out that reflection, in general, and reflective teaching, in particular, has become to be widely recognized as a crucial element that may improve changes of teachers' attitudes in their professional and personal growth. Thus, the practice of reflective teaching helps us as professional teachers to examine our works.

Supporting this view, Al-Harithi (2015) assured that the need for reflective teacher becomes very important as it facilitates linking of theory and practice, and enables them to take a more active role in their own professional accountability. Furthermore, the purpose of reflective teaching is to expand teachers' and student teachers' understanding of the teaching-learning process and their supply of strategic choices as language teachers.

There are many activities related to reflective teaching which the teacher can use to investigate classroom teaching. The teachers can use different tools to access different sorts of information. Robinson (2012) clarified that reflective practice can be divided into these instruments in some activities such as: questionnaires, dialogue journal, video recording, and action research, written assessments, peer collaborations, classroom observation, teacher logs, five-minute papers, teacher assessment surveys and audio recording.

Sabry (2017) mentioned in his study many reflective strategies that include some tools of reflective teaching such as action research, reflection teams, role-playing, and debates. Moreover, the study also showed that there are a lot of modern and electronic tools such as web-based portfolio and video as electronic devices for reflective inquiry and self-assessment by pre-service teachers.

Al-Harithi (2015) added that reflective teaching is a movement in teacher education which is beneficial for both pre-service and in-service teachers. Because it offers more advantages than disadvantages for teacher education programs. These programs seek to help novice teachers become more aware of decision-making processes to help them determine the effect of decisions in a teaching context.

The present study attempts to investigate the impact of two strategies based on reflective teaching on developing classroom performance of prospective English teachers. It also seeks to develop a reflective model of teaching to be integrated into pre-service EFL teacher education programs in Palestine.

Statement of the Problem

Through practicum, prospective teachers acquire some facts about the characteristics of a qualified teacher and teaching. They learn more about the beneficial methods of teaching, how to choose and use instructional materials, and how to evaluate their students. Thus, Reflective Teaching aims at making qualified EFL teachers.

An interview questions were carried out with some supervisors and a group of English teachers ($n = 25$) for English majors at Al-Aqsa university. Based on content analysis of responses (100 %) of the respondents reported that the majority of the prospective teachers' classroom performance is ineffective. As a result, the aim of teaching practice is not achieved. Also, there are not enough experimental studies have been conducted on the impact of reflective teaching practice and its strategies in EFL teacher education programs in Palestine.

Questions of the Study

Based on the above-mentioned problem, the present study tries to answer the following questions:

1. What are the areas that the prospective English teachers at A-Aqsa University need to develop in classroom teaching performance ?
2. How effective is the impact of reflective teaching strategies on developing classroom performance of prospective English teachers at Al-Aqsa University?
3. What is the effect of reflective teaching strategies on prosective teacher's classroom performance in the six related areas?

Hypotheses of the Study

The present study attempts to verify the following hypotheses :

1. There are statistically significant differences at (0.01) level between the mean scores of the control and experimental groups in the post test of classroom performance on the analytic scoring rubric, in favor of the experimental group.
2. There are statistically significant differences at (0.01) level between the mean scores of the control and experimental groups in the post test of classroom performance on each of the six areas of analytic scoring rubric criteria in favor of the experimental group.

Purposes of the Study

The main purpose of the present study is to develop student teacher's classroom performance by using reflective teaching. From this main purpose, the following

sub-purposes emerge:

1. To investigate the impact of the reflective teaching strategies on the classroom performance of prospective English teachers at Al-Aqsa university in the first academic semester 2017-2018.
2. To identify the skills of classroom teaching performance that prospective English teachers need to develop.

Significance of the Study

1. It deals with one of the major issues necessary for teacher development, i.e., promoting reflective teaching that is greatly recommended by many theorists in the field of teacher education.
2. The study presents a validated instrument (performance criteria) and scoring rubrics that may be helpful in observing the performance of prospective English teachers.

Delimitations of the Study

The study is delimited to:

1. Including the fourth- year English major students enrolled at Faculty of Education at Al-Aqsa University in Gaza-Palestine.
2. Providing a range of activities for prospective teachers of English to reflect on their work during practicum period which started in the first semester of the academic year (2017- 2018)
3. Using only two different tools of reflective teaching namely, reflective journal writing and peer observation.

Literature Review

1. Reflective teaching.

Patrick (2016) viewed reflective teaching as "overviewing at what you are doing or carrying out in the classroom, thinking about why you do it, and if it works as a process of self- observation and self-assessment" (p. 236).

Based on the above definitions, reflective teaching is operationally defined as an approach in which the prospective teachers reflect (thinking back on what they have done in class) critically on their teaching experiences and performance, as a way of improving classroom performance through using journals writing and peers-observation.

2. Journal writing

"When teachers write about their successes and their failures, they deconstruct while they rethink and re-assess every experience and the ideas involved".
(Nelson, 2016)

Reflective journal writing is one technique of reflective teaching which has been advocated by educators in many fields as a means of stimulating reflective learning. This is done when a teacher writes about what he did in the class after finishing the class. (The researcher)

3. Peer observation

It is a professional development strategy or method for educators to consult with one another, to discuss and share teaching practices, to observe one another's classroom, to promote and increase support. (The researcher)

Importance of Reflective Teaching

The study pointed out that good teachers should learn throughout their careers. This is called "life-long learning" or "ongoing professional development". One tool that can help teachers to develop themselves professionally is known as reflective teaching practice. In light of reflective teaching, language teachers need to think about what they do and how and why they do it.

In a similar way, Al-Harithi (2015) demonstrated that reflective teaching can be a beneficial form for professional development at both the pre-service and in-service levels of teaching and is also regarded as a vital skill for teachers and a dialogue of thinking and doing as well.

That is why, this study considers that the process of reflection helps to bridge the gap between theory and practice, reconcile prior beliefs with theory and practice, and reconstruct professional knowledge from situational knowledge.

As a whole, Silas (2009) identified many factors that make reflective teaching very important which are :

- 1- It implies an active concern with aims and consequences, as well as means and technical efficiency.
- 2- It requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching.
- 3- It requires attitudes of open-mindedness, responsibility, and wholeheartedness.
- 4- Reflective teaching, professional learning, and personal fulfillment are enhanced through collaboration and dialogue with colleagues. Reflection is a systematic and logical approach (a real key) to change in the classroom. Therefore, research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection and continuous professional growth.

Al-Hazmi (2008) explained that critical and reflective teaching is important for some of the following reasons:

- 1- It enables teachers to provide a rationale behind their practice.
- 2- It enlivens the classroom by making it challenging, interesting and stimulating for students.
- 3- It increases democratic trust as a result of the examples and modeling conveyed by the teacher, thereby allowing students to learn democratic behavior and moral tone.

Thus, the researcher thinks that the role of reflective teaching is significant in the professional growth of any teacher and also in creating an ideal professional environment for the practitioners and for their self-development.

In a similar way, Opp-Beckman and Klinghammer (2006: 18) assured that the reflective teaching process begins with the examination of an individual's own actions and contrasting the actions to the ideal of the practice. The process also results in behavioral changes that improve professional performance.

Al-Harithi (2015) demonstrated that reflective teaching helps teachers take informed actions, namely actions that are based on assumptions that have been carefully investigated before, during and after class work. Likewise, they develop a critical rationale for their practices. In other words, reflective teachers tend to be open-minded, devoted, responsible, and possessed of enhanced skills of observation.

Thus, the researcher believes that reflective teaching is important to development of all professionals because it enables them to learn from experience. In fact, because of the natural link between reflection and learning, reflective teaching is becoming a dominant theme in teacher education programs. It is regarded as essential skill for lifelong learning.

Dimensions of Reflection

A useful conceptual framework for understanding the nature of reflection in pre-service teacher education is provided by May (2010). It can be applied to guide research and practice in the use of reflective tools such as journal writing in light of ICT. This framework incorporated four dimensions of reflection:

1. Purpose: It refers to a need to regain control of a situation or a desire to better comprehend an issue.
2. Context: It indicates to the structural aids such as reflective tasks, partners or observers, timing, and location.
3. Procedure: It refers to a process that one goes through in order to make a decision or arrive at a judgment.

4. Content: It shows particular classroom events, phenomena or experiences. Another study was conducted by Daarour (2014), who suggested three dimensions of reflection which are: descriptive, comparative, and critical.

1- Descriptive reflection

It involves the intellectual process of "setting the problem" , the process by which educators define the decision to be made, the ends to be achieved, the means which may be chosen.

2- Comparative reflection

It refers to what calls a "frame experiment". It concerns seeking to understand others' points of view. "It involves thinking about the matter for reflection from a number of different frames or perspectives". The comparative dimension provides a way for instructors to compare their current practices against alternative approaches and theories, or simply new ideas for teaching a familiar course.

3- Critical reflection

It describes the result of carefully considering a problem that has been set in light of multiple perspectives. However, the highest level of thinking occurs in the critical dimension of reflection. Critical reflection involves making a judgment and considers the matter from different perspectives with an eye towards moving ahead.

According to Alian (2013), there are two ways for reflective teaching to be critical. First, when considering broader implications and deeper meaning of classroom instruction. Second, "in the sense of self-critique and continuous learning."

Procedures of Reflection

Morgan (2012) mentioned that many different approaches can be employed if one wishes to become a professional reflective teacher, including observation of oneself and others, team teaching and exploring one's view of teaching through writing. This process involves:

"1- The event itself: The starting point is an actual teaching episode such as a lesson or other instructional event. While the focus of critical reflection is usually the teacher's own teaching, self-reflection can also be stimulated by observation of another person's teaching.

2- Recollection of the event: The next stage in reflective examination of an experience is an account of what happened without explanation or evaluation. Several different procedures are available during the recollection phase including written descriptions of an event, a video or audio recoding of an event, or the use of checklists or coding systems to capture details of the event.

3- Review and response to the event: Following a focus on objective description of the event, the participant returns to the event and reviews it. The

event is now processed at a deeper level and questions are asked about the experience".

Tools for Reflective Teaching

There are many different activities that reflective teachers can use to investigate classroom teaching and access different sorts of information. Some researchers suggested some other tools for reflective teaching which were conference logs, teaching logs, teacher learning audits, role model profiles, survival advice memos, videotaping, peer observation, student learning journals and participant learning portfolios, the critical incident questionnaire, and the good practice audit.

Murphy (2012) discussed five ways for gathering information. These tools are: five-minute papers, formative teacher assessment surveys, student focus groups, retrospective field notes, and formative feedback from peers. "By combining two or more tools over the span of an entire course, a teacher gains access to alternative vantage points".

Depending on the above-mentioned views, the researcher chose two reflective strategies: student teacher's strategy (journal writing) and peers' strategy (peer observation).

1. Journal writing

According (Alian, 2013), reflective journal writing is one technique which has been advocated by educators in many fields as a means of stimulating reflective learning. In addition, a reflective writing journal is also a tool for self-reflection by students in teacher education programs. These programs have relied on teaching journals for more than twenty years, but the recommended users have been primarily elementary and secondary teachers in training. However, reflective journals are often key elements of the reflective teacher's practice. Moreover, journal writing is a valuable tool for developing critical reflection and its goals are :

- 1- It provides a record of the significant learning experiences that have taken place.
- 2- It helps the participants to feel with the self-development process that is taking place for them.
- 3- It provides the participants with an opportunity to express, in a personal and dynamic way, their self-development.
- 4- To foster a creative interaction between the participant and the self-development process that is taking place.

El-Naggar (2017:27) identified three structured types of reflective journals such

as: guided journals, double-entry journals, and dialogue journals. These types can be explained as follows:

a. Guided journals

They have the potential to produce greater critical reflection by turning reflection away from the natural tendency toward emotional release. These guided journals are more structured, but also more focused in their resultant insights into instructional methods.

b. Double-entry

These journals consist of a two-step writing process. A teacher describes what happened in class on the first page. On the second page, the teacher reflects critically on the description.

c. Dialogue journals

These dialogue journals can be used with supervisors or peers. Similarly, Al-Harithi (2015) clearly stated that journal writing can be used in order to support learning in a number of contexts:

1- Professional: field placements, professional practicum, in-service professional experience, and professional projects. 2- Academic: course content. 3- Interpersonal: interactive learning experiences. 4- Personal: personal life or learning experiences. 5- Promotes reflection, correction, metacognition, and integration. 6- Personalizes learning. 7- Keeps a record of development overtime 8- Keeps a record of learners of key ideas and concerns.

2. Peer observation.

Al-Hazmi (2008:51) stated that one-way teachers can gain awareness of their teaching is to observe other teachers. Teachers can see their own teaching in the teaching of others and when teachers observe others to gain self-knowledge, they have the chance to construct and reconstruct their own knowledge. Observing other people's teaching has given new ideas for teaching and being observed by others has given ideas about how the class looks in order to increase the effectiveness of teaching. More importantly, peer observation encourages reflection on teaching practices with a professional equal willing to collaborate to further develop instructional skills. The researcher also added that there are many characteristics of peer observation such as: 1. it provides opportunities for teachers to view each other's teaching in order to expose them different teaching styles. 2. It also provides opportunities for critical reflection that help teachers improve their instruction and help them to work together professionally thereby eliminating feelings of isolation. 3. Peer observation can also help build new strategies and skills by encouraging reflection and analysis of teaching practice

and providing opportunities for professional growth for their colleagues whatever their experience. 4. It is effective in helping them meet their goals. 5. It enhances teachers supported by their peers as well as their principals, they are likely to take greater risks to improve their instruction, remain in the teaching and show more interest in building activities and goals. 6. It allows the relationship to be built on confidentiality and trust, and secure environment in which they learn and grow together.

In a similar context, Al- Harithi (2015) demonstrated that peer observation is a professional development strategy or method for educators to consult with one another, to discuss and share teaching practices, to observe one another's classroom, to promote and increase support, and to help ensure quality teaching for all students.

The researcher concluded that discussion with another person is a powerful strategy for fostering reflective action. It is also a positive solution to some problems of teaching process. Thus, peer observation and journal writing are not only aid personal reflection on teaching, but also they reinforce the idea that teaching is can be improved from others' experience.

Teacher Classroom Performance and Reflective Teaching Practices

Qura (2011) dealt with obstacles and solutions in sensitizing student teachers to their own performance in teaching practice. The participants were third year students at Faculty of Education at Mansoura University. Every time a prospective teacher taught, he was asked to grade his own performance on some items on an observation sheet. At the same time, the researcher rated them on the same items. This was done for both the experimental and control groups. Results showed that a prospective teacher who were exposed to the awareness techniques came closer to the researcher's own evaluation than did the control group.

Daarour (2014) conducted a study to investigate how a teacher can become a reflective teacher. Two research instruments were designed : a sheet for analyzing daily lesson plans and an observation scheme for observing teachers' classroom performance. The sample comprised 80 EFL teachers selected randomly from preparatory stage teachers. A sample of lesson plans was analyzed and their teaching performance was observed, recorded and analyzed. It was concluded that:

1- There were some difficulties encountered by beginning teachers while planning their lessons. Years of experience helped improve lesson planning skills.

2- Some teachers' level of classroom performance skills was poor. This reflects the divorce between theory and practice. Again, years of experience helped improve the teachers' classroom performance skills.

Yahia (2010) carried out a study to develop and validate a systematic observation instrument to measure the teacher behavior commonly identified as classroom management skills. The developed instrument, the Classroom Management Observation Instrument (C-MOI) was utilized in a field test with four primary grade teachers and three observers, each with varying educational experiences, in central Pennsylvania. Evidence was found within this study to support the use of the (C-MOI) as a valid and reliable instrument to measure classroom management skills.

Recently, Al-Mutawa (2014) attempted to assess reflective skills of primary school teachers of English as a foreign language (EFL) in Kuwait. The sample for the study consisted of 53 teachers working in various government primary schools throughout the country. An evaluation format was developed. It consists of 28 competencies divided into three components as follows : Language level – Lesson planning – and Implementation. The format is accompanied by a number of variables as guidelines for evaluation. It was carried out by four EFL evaluators including the researcher in the first place and subsequently the teachers themselves. At the end of the visit, the teacher was given the same format for self-evaluation. Results showed significant differences between the teachers' performance in with the latter's averages being higher in each of the three components. However, the means of implementation in both groups remain lower than other components.

In the same context, Baniabdelrahman (2004) studied the effectiveness of three different practicum teaching and supervision methods based on the type of visits a prospective teacher receives and the number of cooperating teachers they work with, in improving the prospective teachers performance in teaching English. The sample of the study consisted of all EFL students at Yarmouk University who were expected to attend two practicum teaching courses in the second semester of the academic year (2003/2004). The results of the study proved that the Multi-Supervision and Multi-Cooperating Teachers methods was significantly better than the Individual Supervision and Individual Cooperating Teacher and Multi- Supervision and Individual Cooperating Teacher methods in improving the EFL student teachers teaching skills of English. The results also pointed out that the MSICT method was also significantly better than the ISICT method in improving the EFL student teachers teaching skills of English.

Commentary

In light of the previous literature review, it is clear that the focus is on using reflective teaching for preparing both teachers and (practicum's students) student prospective teachers. It also focuses on the positive effects of critical reflection and its activities on teaching. Glowacki-Dudka and Barnett (2007) applied critical reflection within the online environment in order to assess group development. They pointed out that when students are allowed to provide those reflections, they provide evidence of group development and a feeling of ownership in the class. The pre-service teachers' views on the value of guided reflection indicated that they perceived it as meaningful for their professional growth and development as prospective physical education teachers.

Reflective practice, as dealt with earlier, is discussed by various researchers as to play a basic role in the improvement of teachers' classroom performance and how it must be a dominant theme in teacher education. Much of the research work, like the present study, attempted to develop and evaluate actual classroom performance and competencies of teachers and prospective teachers by using reflective practice (Yehia, 2010). Others aimed at developing prospective teachers' teaching skills (e. g., El-Naggar, 2017), and Ghaith (2016) also tried to develop and then evaluate the classroom performance of prospective teachers. Al-Harithi (2015) described his own reflective practice as "a dialogue of thinking and doing through which I become more skilled". To be an effective teacher, it is not enough to be able to recognize what happens in the classroom.

Like the present study, a number of studies adopted different reflective teaching activities like journal writing, portfolios, peer observation, action research and writing conferences (El-Dib, 2003 & El-Sayed, 2005). These activities were used to investigate classroom teaching and access different sorts of information and to gain awareness of teaching. More importantly, findings of some studies were of benefit to the present study in designing and developing the research instruments (Sabry, 2017).

Design of the study

This study adopted the quasi-experimental approach. The pretest–posttest equivalent groups design was followed. Accordingly, experimental and control groups were randomly chosen. The experimental group was trained in using the reflective teaching during their practicum while the control group had the traditional supervisory practices. The impact of treatment was judged by the difference between the post-observation scores of the experimental and control groups.

Participants of study

A group of the fourth year ($n = 32$) students of English department enrolled at Faculty of Education in Al-Aqsa University were randomly selected (simple random sample) from a total population of students ($N = 127$). They were involved in the practicum at the secondary school level. They were randomly divided into two groups (control and experimental). They have the same previous teaching practice experience.

Variables of the Study

The variables of the study are:

1. Reflective teaching strategies as an independent variable.
2. Classroom performance of EFL prospective teachers as a dependent variable.

Instruments of the Study

To carry out the experiment, the following instruments were constructed :

1. Checklist of classroom teaching performance (practices) (CCTP).

1- Description of the CCTP

The purpose of this checklist is to determine the areas of classroom teaching performance (day to day practices of teachers inside the classroom) for which EFL prospective teachers need the greatest help. It includes 20 items that represent different classroom teaching practices.

2. Piloting the CCTP

1. Validity of the CCTP

Based on the previous literature and the results of the interview questions with 18 EFL teachers and supervisors, a preliminary checklist (25 items) of classroom teaching practices was prepared. To ensure that the checklist items were clear and appropriate; it was submitted to a jury of experts for content and face validity. Their feedback led to replace some items with others.

2. Reliability of the CCTP

To test the reliability of the CCTP, the test-retest method was used. The checklist was administered to a group of student teachers ($n = 20$). After two weeks it was administered to the same group. The correlation coefficient between the test and retest scores was computed using Pearson Correlation Formula.

Table(1)

The Correlation Coefficient between the Test & Re-test Scores of the (CCTP)

Administration	M	SD	'r'
First	26.45	3.966	0.826
Second	26.00	3.933	

Correlation is significant at 0.01 level (2-tailed).

2. *Analytic scoring rubric (ASR).*

1. *Description of the ASR*

It is a scoring scheme for grading classroom performance of the prospective teachers. It includes the criteria areas that are thought to be important by the student teachers according to the results of the CCTP. It comprises of three components: a. criteria, b. indicators, and c. levels of performance. Each indicator is accompanied by four alternative levels of performance: Outstanding, Efficient, Developing, and Unsatisfactory. The six criteria are: giving effective instructions, using motivated questioning techniques, choosing suitable techniques for correcting mistakes, praising the correct answers, systematic handling of the blackboard, and making and using available audio-visual aids. A number of statements of expected performances (indicators) are derived from each criterion. The rubric is based on a four-point scale ranging as: outstanding (4), efficient (3), developing (2), and unsatisfactory (1).

2. *Piloting ASR*

1. *Validity of the ASR*

2. This scoring rubric was submitted to a panel of a jury for content and face validity. They were requested to give their opinions concerning the adequacy and appropriateness of performance levels. They reported that the levels of performance are adequate, appropriate, and varied. In addition, their feedback led to replace some statements with others.

Internal consistency of the ASR

To determine the internal consistency of the six criteria of the ASR, the correlation coefficient for each criterion of the analytic scoring rubric with the whole rubric was computed using Pearson Correlation Formula. Results are reported in the table below.

Table (2)

The Correlation Coefficient of the Six Criteria of the (ASR) with the Whole Rubric.

Criterion	M	SD	r'
Giving effective instructions	12.70	3.21	0.940*
Using motivated question techniques	14.80	2.42	0.942*
Choosing suitable techniques for correcting	13.60	2.60	0.952*
Praising the correct answers	7.70	2.56	0.816*
Systematic handling of the blackboard	12.55	1.73	0.765*
Making and using available audio-visual aids	1.23	1.23	0.835*

Correlation is significant at 0.01 level (2-tailed).

As shown in (table 2), the correlation coefficient for each criterion i. e., giving effective instructions, using motivated question techniques, choosing suitable techniques for correcting mistakes, praising the correct answers, systematic handling of the blackboard, and making and using available audio-visual aids, with the whole rubric were .940, .942, .952, .816, .765, .835 respectively. These results are statistically significant at the 0.01 level and indicate that ASR has high internal consistency.

3. Reliability of the ASR

Scorer reliability was used to establish the ASR reliability. A sample of prospective teachers ($n=2$) was visited and evaluated by two raters (researcher and an external evaluator) independently. A grade was given to the prospective teacher on each visit using the scoring rubric. The correlation coefficient between the two scores was computed using Pearson Correlation Formula.

Procedures of the Study

Prior to the experiment, the researcher implemented the following procedures:

1. An interview was carried out with a group of supervisors and English teachers as a pilot study.
2. Depending on the interview results and the previous literature, a preliminary checklist of classroom teaching performance and practices was designed. Later, its validity and reliability were determined.
3. The developed checklist (CCTP) was administered to the subjects to identify the criteria areas of classroom teaching practices for which they felt the greatest need to help.
4. The intervention lasted for 8 weeks. Both control and experimental groups were pre-observed to measure their classroom teaching performance.
5. The pre-observation took place at the beginning of the practicum period. The experimental group was trained to reflect. They were introduced to different activities of reflection in a workshop which was conducted in the first week of the practicum period at Al-Quds Secondary School for girls in Rafah.
6. The period during practicum was devoted wholly to reflection practices. Each participant made a journal writing format after each class.
7. Then, each student teacher visited her partner class and completed the classroom peer observation format using the procedures that both parties had agreed on.

8. Before the end of the practicum, the two groups (control and experimental) were also post- observed. The performance of both groups was rated (pre and post observation) according to six criteria. Each subject was evaluated on two visits by the researcher and an external evaluator independently.
9. A grade was given to the subject on each visit using the analytic scoring rubric (ASR).

Statistical Treatment and Analysis of Data

Data collected were statistically analyzed qualitatively and quantitatively using a set of statistical procedures through the SPSS. Descriptive statistics such as means, standard deviations, frequencies, ranks, and percentages were computed. Independent samples t-test (2- tailed) was used to determine if there were any significant differences in the mean scores between the experimental and control groups on the pre and posttest.

Also, paired samples t-test (2-tailed) was used to determine if there were any significant differences between the mean scores of the same group (experimental) on the pre and posttest. For statistical analysis, the alpha level of significance of 0.01 of confidence was adopted.

Besides, using " t " test value for measuring the differences between the means scores of control and experimental group.

Moreover, Eta Squared " η^2 " was computed to measure and calculate the effect size of using the reflective teaching strategies (independent variable) on the classroom performance (dependent variable) of the experimental group,

Results of the Study

This part presents a discussion of the questions and hypotheses of the study in light of the data analysis and interpretation of the results.

1. Results of the checklist of classroom teaching practices (CCTP).

The results related to the first question of the study "**What are the areas of classroom teaching practices in which the prospective teachers need the greatest help?**" will be answered in light of the table below.

Table (3)

Frequency, Percentage, and Rank of Classroom Teaching Practices Needed by the Subjects

Item	f	%	Rank
1. Giving effective instructions.	26	81.25	1
2. Using motivated question techniques.	24	75.00	2
3. Choosing suitable techniques for correcting mistakes.	22	68.75	3
4. Praising the correct answers.	21	65.62	4
5. Systematic handling of the blackboard.	20	62.50	5
6. Making and using available audio-visual aids.	19	59.37	6
7. Using suitable timing of class.	18	56.25	7
8. Explaining / discussing the grammatical rules.	18	56.25	8
9. Using EFL patterns and structures in different situations.	18	56.25	9
10. Posturing and moving around the class.	17	53.12	10
11. Demonstrating the different English language skills.	16	50.00	11
12. Dealing with students' individual differences.	14	43.75	12
13. Using vibration of voice level.	12	37.50	13
14. Endeavoring to involve the students in different class activities.	11	34.37	14
15. Calling / addressing students in their names.	9	28.12	15
16. Grouping students in pairs / groups and controlling them.	8	25.00	16
17. Exerting efforts to deal with the students' problems.	7	21.87	17
18. Developing a good rapport with the students.	7	21.82	18
19. Bringing various resources to class.	6	18.75	19
20. Using students' first language through lesson procedures.	5	15.62	20

Table (3) shows the frequency and percentage of each item of the checklist. The rank of each item is also presented to indicate the most important classroom teaching performance and practices needed by the control and experimental groups.

Based on the data in the table (3), the items which got the highest frequency and percentage were giving effective instructions, using motivated questioning techniques, choosing suitable techniques for correcting mistakes, praising the correct answers, systematic handling of the blackboard, and making and using available audio-visual aids, respectively. Conversely, the items which got the lowest frequency and percentage were calling / addressing students in their names, grouping students in pairs / groups and controlling them, exerting efforts to deal with the students' problems, developing a good rapport with the students, bringing various resources to class, and using students' first language through lesson procedures, respectively. In addition, using the suitable timing of class, explaining / discussing the grammatical rules, and using EFL patterns and structures in different situations had similar frequency and percentage. In other words, giving instructions had the highest percentage (81.25 %) whereas use of Arabic had the lowest percentage (15.62%).

2. Results related to the second question "**How effective is the use of reflective teaching approach in developing classroom performance of English prospective teachers?**" will be answered in light of the table below.

Table (4)

The Effect Size of the Reflective Teaching Strategies on Overall Classroom Performance of the Experimental Group

Independent variable	Independent variable	T	DF	η^2	D	Effect size
Reflective Teaching strategies	Overall classroom performance	-9.291	15	0.85	4.76	large

Based on statistical findings, (table 4) indicates that the independent variable (reflective teaching strategies) had a large effect size (4.76) on the dependent variable (classroom performance).

3. The results related to the third question **"What is the effect of reflective teaching approach on the six stated areas of classroom performance of the prospective teachers?"** will be answered in light of the table below.

Table (5)

The Effect Size of the Reflective Teaching Strategies on the Six Cores of Classroom Performance of the Experimental Group

Independent variable	Dependent variable	T	DF	η^2	D	Effect size
Reflective Teaching Strategies	Giving effective instructions	-7.246	15	0.78	3.77	Large
	Using motivated question techniques	-7.027	15	0.76	3.56	Large
	Choosing suitable techniques for correcting mistakes	-7.766	15	0.80	4.00	Large
	Praising the correct answers	-5.805	15	0.69	2.98	Large
	Systematic handling of the Blackboard	-6.822	15	0.75	3.56	Large
	Making and using available audiovisual aids	-6.352	15	0.73	3.29	Large

In light of (table 5), the reflective teaching strategies (independent variable) had a large effect size on developing the six cores of classroom performance (dependent variables) i. e., giving effective instructions, using motivated question techniques, choosing suitable techniques for correcting mistakes, praising the correct answers, systematic handling of the blackboard, and making and using available audio-visual aids. "d" values were 3.77, 3.56, 4.00, 2.98, 3.56, and 3.29, respectively. The highest score of the effect size was noted for correcting mistakes while the lowest score was for praising the correct answers (reinforcement).

Results of the hypotheses of the study

1. Results related to the first hypothesis " There are statistically significant differences at 0.01 level between the mean scores of the control and experimental groups in the post-test of classroom performance on the analytic scoring rubric, in favor of the experimental group".

Independent sample t-test was used to compare the gain scores of the experimental group and control group. (Table 4.4) presents the mean scores, standard deviations, t-value, and t significance of overall classroom performance of the two groups on the post-test.

Table (6)

t-Value for Overall Classroom Performance of Both Groups (Post Test)

Variable	Group	M	SD	T	Sig
Overall classroom performance	Experimental	80.40	6.90	7.102	0.000
	Control	62.59	7.27		

Based on (table 6), data shows that the mean score of the experimental group was (80.40) with a standard deviation of (6.90). However, the mean score of the control group was (62.59) with a standard deviation of (7.27). The result of the t-test revealed that there were statistically significant differences at ($p < 0.01$) between the mean scores of the control and experimental groups in the post-test of classroom performance. This means that the experimental group achieved the significantly higher degree of improvement than the control group.

2. Results related to the second hypothesis " There are statistically significant differences at (0.01) level between the mean scores of the control and experimental groups in the post-test of classroom performance on each of the six areas of analytic scoring rubric criteria i. e., giving effective instructions, using motivated question techniques, choosing suitable techniques for correcting mistakes, praising the correct answers, systematic handling of the blackboard, and making and using available audio-visual aids., in favor of the experimental group".

(Table 7)
t-Values for the Six Cores of Classroom Performance of Both Groups (Post Test)

No.	Classroom Teaching practice	group	M	SD	T	Sig
1.	Giving effective instructions	Experimental	15.09	1.86	7.102	0.000
		Control	10.62	2.39		
2.	Using motivated question Techniques	Experimental	16.75	1.43	6.685	0.000
		Control	13.46	1.27		
3.	Choosing suitable techniques for correcting mistakes	Experimental	15.75	1.85	5.698	0.000
		Control	12.03	1.83		
4.	Praising the correct answers	Experimental	19.18	1.09	5.417	0.000
		Control	6.37	1.76		
5.	Systematic handling of the Blackboard	Experimental	13.62	0.92	5.283	0.000
		Control	11.78	1.04		
6.	Making and using available audiovisual aids	Experimental	10.00	0.81	5.519	0.000
		Control	8.31	0.91		

In light of (Table 7), data demonstrate that the t-values revealed that there were statistically significant differences at ($p < 0.01$) between the mean scores of the control and experimental groups in the post-test of classroom performance on each of the six areas of scoring rubric criteria.

Thus, results indicated that the reflective group performed better than the unreflective group on the six cores of classroom performance. For the experimental group, the subjects scored (15.09), (16.75), (15.75), (9.18), (13.62), (10.00) for giving effective instructions, using motivated question techniques, choosing suitable techniques for correcting mistakes, praising the correct answers, systematic handling of the blackboard, and making and using available audiovisual aids, respectively. Concerning the control group, the subjects scored (10.62), (13.46), (12.03), (6.37), (11.78), (8.31) for giving effective instructions, using motivated question techniques, choosing suitable techniques for correcting mistakes, praising the correct answers, systematic handling of the blackboard, and making and using available audio-visual aids, respectively.

Discussion and Interpretation of the Results

The following discussion can be stated in light of the present study results, review of the literature, and the previous related studies.

It is clear from the results that the most important classroom teaching performance and practices for which both groups need the greatest help were "giving instructions, questioning techniques, correcting mistakes, reinforcement, handling the blackboard, and making and using of audio-visual aids". Conversely, the items which got the lowest frequency and percentage were "use of students' names", "student grouping", "dealing with students problem", "rapport with students", "use of resources", and "use of Arabic", respectively. In addition, "timing of class", "explanations/ discussion of rules", and "practicing new language patterns and structures" had similar frequency and percentage.

Results indicated that the experimental group outperformed the control group in classroom teaching practices. The high scores obtained by the experimental group on the post-test were due to the large effect of reflective teaching strategies on classroom performance. The experimental group showed a satisfactory improvement with reference to classroom teaching practices i. e., giving instructions, questioning techniques, correcting mistakes, reinforcement, handling the blackboard, and making and using audio-visual aids.

Results also indicated that the experimental group achieved more improvement regarding questioning techniques while they achieved less in reinforcement. Supporting the above-mentioned findings, Qura (2011) assured that "reflective teaching is undoubtedly a valid means towards effective teaching practices".

Also, Gaith (2016) assured that reflective teaching had a positive effect on developing EFL prospective teachers' teaching skills. El-Naggar. (2017) reported that reflective practice supports initial training students in satisfying performance standards and competencies. Reflective teaching is beneficial for both pre-service and in-service teachers and teacher education programs are becoming more devoted to develop reflective practices in their student teachers (Al-Harithi, 2015).

Results of the present study indicated that the experimental group had favorable attitudes towards using the reflective teaching approach. This result is in agreement with some other researchers. El-Dib (2003) mentioned that student teachers who adopt the model of reflective teaching are encouraged to adopt a positive attitude toward their practices.

Results of the present study are consistent with some views reported by Al-Hazmi (2008) who assured that professional development of prospective teachers could happen through reflective teaching and who proved that there is an intimate relationship between reflective teaching and teacher development.

Results of Mahdi (2014) study showed that prospective teachers who were exposed to the awareness techniques (using observation sheet) came closer to the researcher's own evaluation than did the control group. Most of the sample agreed that Journals provide a private and non-threatening environment to reflect and write about one's teaching experience. This result is consistent with some studies that concentrated on the potential benefits of using teaching and learning journals as a tool for self-reflection by the prospective teacher in education programs in this study.

Also, these results are in harmony with Al-Hazmi (2008) who believed that reflective journals are often key elements of the reflective teacher's practice.

In a similar context, results of the present study are also consistent with those reported in other studies. El-Sayed (2005) reported that peers discussions provided student teachers with various opportunities to relate their experience to those of others. Wallace (2004) pointed out that peer observation enabled teachers to get feedback from their colleagues, which was motivating and rewarding, enhancing reflection, improving self-esteem, and relieving tension. Most of the sample indicated that peer comments during the meetings help improving teaching practices and a very effective way for critical reflection on their own teaching.

Summary of the Results

The results of the present study can be summarized as follows:

1. The most important classroom teaching practices in which both groups need the greatest help "were giving effective instructions, using motivated question techniques, choosing suitable techniques for correcting mistakes, praising the correct answers, systematic handling of the blackboard, and making and using available audio-visual aids".
2. Statistically significant differences were found in overall classroom performance in favor of the experimental group as compared with the control group, due to reflective teaching strategies (t-value is 7.10).
3. Statistically significant differences were noted for classroom performance and teaching practices, in favor of the experimental group, in the post-test. The experimental group gained higher scores than the control one on each of six cores of classroom.

Conclusions

Based on the findings of the current study, the following conclusions could be drawn:

1. The reflective teaching strategies can be used effectively with EFL

prospective teachers during the practicum period.

2. The constructive role of reflection on the development of EFL pre-service teacher was clear.

3. Effective teaching is linked to reflection, inquiry and continuous professional development and growth.

4. Knowing how to make a reflective journal is a worthwhile skill.

Recommendations

In view of the findings and conclusions of this study, the following recommendations are presented:

1. The reflective teaching strategies should be incorporated in EFL teacher education programs.

2. prospective teachers should be introduced to reflective teaching and its principles in EFL methodology course.

3. prospective teachers should improve their effectiveness in the classroom by gaining a better understanding of their own individual teaching styles through reflective practice.

4. Prospective teachers should be trained on methods of developing reflective thinking levels.

5. It is recommended to offer prospective teachers the opportunity to work with peers.

Suggestions for Further Research

1. This study can be replicated on other classroom teaching practices (e. g., the timing of class, posture and movement, use of Arabic, use of voice, student grouping, classroom management, and practicing new language patterns and structures).

2. There is a need to further research other reflective tools i. e., portfolio, computer conferencing, action research, and videotaping that can be employed by EFL teachers.

3. There is a need for further exploration of differences in attitudes to reflection and reflective practice.

Pedagogical implications

1. This study is a distinguished guide for many future studies that focus on new tools for reflective teaching.

2. There is a necessity to additional studies concentrating on other reflective practices and relate other variables such as reflective thinking that can be used by EFL educators.

3. There is a need for applying more practical studies related to reflection and reflective teaching for in-service teachers as well.

References

1. Al-Harithi, S. (2015). Using of Reflective Journal Writing on Developing English writing skill for Secondary school Girls. Unpublished Master thesis. University of Umm Alqura. Kingdom of Saudi Arabia.
2. Al-Hazmi, H. (2008). Effect of Using the Reflective Approach on the Classroom Teaching practice of Student Teachers Majoring in English and their Attitudes towards it. Unpublished Master thesis. University of Taibah. Kingdom of Saudi Arabia.
3. Alian (2013). Practice in light of Reflection. New York, : The global Institute for English Language Teaching Programs
4. Al-Mutawa, N. (2014). Assessing Reflective skills of EFL primary school teachers in Kuwait. Occasional Papers in the Development of English Language Education, CDELT, Ain Shams University, Cairo, 23-45.
5. Baniabdelrahman, A.A. (2004). Roles of Cooperating Teachers and Practicum Supervisors and their Effect on EFL Student-Teachers' Teaching Skills. Asian EFL Journal, 6 (3). Retrieved November 27, 2007 from http://www.asian-efljournal.com/Sept_04_aab.pdf
6. Burge, E. J. (2004). Bridging action and reflection: Strategies and questions for teaching libraries. In D. B. Thomas, R. Tammany, R. Daier, E. Owen, & H. Mercado (Eds.), Reflective teaching: A bridge to learning (pp. 9-18). Michigan: Pierian Press.
7. Daarour, S. (2014). How to be a Professional reflective teacher. Manchester: Macmillan-Horace.
8. El-Dib, M. (2003). Assessment of reflection in action research. Proceedings of the 2nd CDELT National Symposium on English Language Teaching: The Specific Role of EFL for the Arab World: The Decade Ahead, Ain Shams University, Cairo, 161-182.
9. El-Naggar, Z. (2017). Developing Reflection tools to measure classroom skills. Journal of Educational Studies. Cairo University, Cairo, 781-2.
- El-Sayed, M. A. (2005). The effect of using reflective teaching on developing EFL student teachers' teaching skills (A case study). Unpublished master's thesis, Ain Shams University.
10. Gaith, A. (2016). The Impact of Reflective teaching on Classroom Performance skills. Education and Humanities Journal. Mansoura University. 3-26-43
11. Glowacki-Dudka, M., & Barnett, N. (2007). Connecting critical reflection and group development in online adult education classrooms. International Journal of Teaching and Learning in Higher Education, 19 (1), 43-52.
12. Mahdi, M. (2014). Practicum in teacher education: A Suggested Approach for the TEFL teaching practice. Proceedings of the 29rd CDELT National

Symposium on English Language Teaching: English Instruction in the Arab World, Ain Shams University, Cairo, 115- 132.

13. May, H. (2010). A Research of Improving Practicum and Supervision through ICT. Proceedings of Instruction Among Reality and Prospects Conference 2010 (pp. 1385-1389). Chesapeake, VA: AACE.
 14. Morgan, J. (2012): Reflective action. A research Submitted at National Symposium of the southwest educational research Organisation, Los-Angeles, USA.
 15. Murphy, J. M. (2012). Reflection in learning and teaching process in English. California, Edward Press.
 16. Nelson, J. (2016). How does teacher education need to change to meet the needs of America's school at the start of the 21st century?. Journal of Teacher Education, 51(3), 248-255.
 17. Nunan. (2014). The relation between lesson planning skills and their classroom performance. Experimental report Submitted to Institute of Education research, Ohio State University.
 18. Opp-Beckman, L. & Klinghammer, S. (2006). Shaping the way we teach English: successful practices around the world. Washington, DC: The Office of English Language Programs, Bureau of Educational and Cultural Affairs.
 19. Patrik, V. (2016). Teachers and Reflective Practice. (pp. 23-38). Newcastle: The Hammond Press.
 20. Qura, A. (2011). Reflection and teaching practice : Obstacles and prospects: Occasional Papers in the Development of English Language Education, CDELT, Ain Shams University, Cairo, 13, 7-31.
 21. Richards, J., & Lockhart, C. (2005). Reflective teaching in second language classroom. Cambridge: Cambridge University Press.
 22. Robinson, L. (2012). Reflective practice for teacher education. International Education Studies, Canada. 18 (1), 73-85.
 23. Sabry, M. (2017). The Effectiveness of Reflective strategies on Developing Some Practical Teaching Skills of Prospective Teachers at Al-Maadi Primary Schools. Unpublished PhD. Ain Shams University. Egypt.
 24. Silas, M. (2009). Supervision and Practicum in teaching : Perceptions and Results. Australian Catholic University. Australia.
 25. Teresa, J. (2012). Towards Reflective classes : Challenges and solutions. Texas: Angles Press.
 26. Wallace, M. J. (2004). Action research for language teachers. Cambridge : Cambridge University Press.
 27. Yahia, D. (2010). Reflection in practice: Instructional improvement via teaching and learning.. College Teaching, 53 (3), 110-114.
- Appendices

Appendix (A)

Interview Questions

1- Through your experience, how do you find classroom performance of English major student teachers during practicum?

2- List areas of classroom teaching practices for which the student teachers need assistance.

3- Any Additional Comments.

Appendix (B)

Checklist of Classroom Teaching Practices (CCTP)

No.	Item	Most important	Less important	Not important
1.	Giving effective instructions.			
2.	Using motivated question techniques.			
3.	Choosing suitable techniques for correcting mistakes.			
4.	Praising the correct answers.			
5.	Systematic handling of the blackboard.			
6.	Making and using available audio-visual aids.			
7.	Using suitable timing of class.			
8.	Explaining / discussing the grammatical rules.			
9.	Using EFL patterns and structures in different situations.			
10.	Posturing and moving around the class.			
11.	Demonstrating the different English language skills.			
12.	Dealing with students' individual differences.			
13.	Using vibration of voice level.			
14.	Endeavoring to involve the students in different class activities.			
15.	Calling / addressing students in their names.			
16.	Grouping students in pairs / groups and controlling them.			
17.	Exerting efforts to deal with the students' problems.			
18.	Developing a good rapport with the students.			
19.	Bringing various resources to class.			
20.	Using students' first language through lesson procedures.			

Appendix (C)

Analytic Scoring Rubric (ASR)

Name of Student Teacher : ... Visit No : Class Date ...

Crite rion/ Stan dard	Indicator	Score Point 4 Outstand.ing	Score Point 3 Efficient	Score Point 2 Developing	Score Point 1 Unsatisfactory
Giving Effective Instructions	Gives clear/ simple instructions	Very clear/ simple instructions	Mostly clear/ simple instructions	Almost clear/ simple instructions	Unclear Vague and instructions
	Gives precise instructins	Very precise instruc tions	Mostly precise instructions	Almost precise instructions	Instructions are not precise
	Demonstrates instructions verbally and non- verbally	Highly effective demonstr ation	Effective demonstrati on	Nearly effective demonstratio n	Little or no demonstrat ion
	Checks students' understanding of instructions	Wide repertoire of means to check understanding of instructions, e.g., concept checking, signal, multiple questions , restating	Effective means to check understandi ng of instructions	Generally checks to see if the instructions are understood but vaguely, e.g., "Do you understand?"	Rarely checks to see if the instructions are understood
	Allows for repetition	Lot of repetition	Good enough repetition	Acceptable repetition	Minimal repetition

Criterion/ Standard	Indicator	Score Point 4 Outstanding	Score Point 3 Efficient	Score Point 2 Developing	Score Point 1 Unsatisfactory
Using Motivated Question Techniques	Poses well-formed questions	All questions are grammatically well-formed	Most questions are grammatically well-formed	Some questions are grammatically well-formed	Questions are not grammatically well-formed
	Distributes questions on all students	Questions are distributed equally	Questions are distributed as equally as possible	Ignores some students in the back or slow learners	Chooses only good students to answer
	Sets different types of questions	Wide variety of different types of questions	Large number of different types of questions	A limited number of different types of questions	No variety types of questions
	Uses names at the end of questions	Always uses names at the end of questions	Usually uses names at the end of questions	Sometimes uses names at the end of questions	Calls on students by name to answer
	Gives a short pause that allows a student time to think and answer	Waits seconds for a student to think and answer	Waits too long for a student to think and answer	Often does not give time for a student to think and answer	Directly chooses a student to answer

Criterion/ Standard	Indicator	Score Point 4 Outstanding	Score Point 3 Efficient	Score Point 2 Developing	Score Point 1 Unsatisfactory
Choosing Suitable Techniques for Correcting Mistakes	Indicates gently that an error has been made	High sensitivity in correcting students' errors	Sensitivity in correcting students' errors	Low sensitivity in correcting students' errors	No sensitivity in correcting students' errors
	Points out to the error	Promptly points out to the error	Usually points out to the error	Sometimes points out to the error	Never points to the error
	Allows students the opportunity for self- correction through hint and prompt	Always gives a chance for self- correction	Gives a chance for self- correction	Sometimes gives a chance for self- correction	Little or no chance for self - correction
	Elicits peer correction when self-correction fails	Always gives a chance for peer correction	Gives a chance for peer correction	Sometimes gives a chance for peer correction	Little or no chance for peer correction
	Offers herself correction	Finally offers herself correction	Usually does not offer herself correction immediately	Sometimes offers herself correction immediately	Offers herself correction immediately

Criterion/ Standard	Indicator	Score Point 4 Outstanding	Score Point 3 Efficient	Score Point 2 Developing	Score Point 1 Unsatisfactory
Praising the Correct Answers	Praises who ever answers correctly	Praising is generously evident	Praising is evident	Praising is Inconsistent	Praising is minimal
	Uses a variety of praising words and phrases	Highly varied and non- repetitive praising words and phrases	Varied and occasional repetitive praising words and phrases	A limited number of praising words and phrases	No variety of praising words and phrases
	Utilizes facial expressions efficiently	Excellent use of facial expressions	Effective facial expressions	Moderate use of facial expressions	Unclear/ confusing facial expressions
Systematic Handling of the Blackboard	Writes clearly on the board	Very clear and legible writing	Clear and legible writing	Somewhat clear and legible writing	Unclear and legible writing
	Uses underlining and colored chalk/ marker effectively	Very great use of underlining and colored chalk/marker	Great use of underlining and colored chalk/marker	Limited use of underlinin g and colored chalk/mar	Little or no use of underlining and colored chalk/marker
	Stands at sideways of the board	Stands on the right position; all students can see what she writes	Most students can see what she writes	Some students can see what she writes	Blocks students' view
	Doesn't put too much on the board (at one time)	Rubbing off all unnecessary things on the board	Rubbing off some unnecessary things on the board	The board is loaded	The board is very packed of writing

Criterion/ Standard	Indicator	Score Point 4 Outstand.ing	Score Point 3 Efficint	Score Point 2 Developing	Score Point 1 Unsatisfactory
Making and Using -Available Audio Visual	Employs a wide variety of audio- visual aids	Highly varied	Varied	Little varied	No variety of audio- visual aids
	Uses audio- visual aids effectively	Very effective for objectives	Effective for objectives	Not very effective for objectives	Ineffective for objectives
	Makes visual aids clear	Very clear for the whole class to see	Clear to be seen	Somewhat clear to be seen	Unclear to be seen

Appendix (D)

A Reflective Journal Writing

Today I gave my class a reading activity which focused on skimming. I gave them an article to read entitled " The Holy Month of Ramadan ". I asked them to skim through the article to identify the benefits of fasting mentioned. After a few minutes, I checked the answer and asked the students to number the paragraphs. They had to find the paragraphs which contain information on each of the benefits of fasting. Then, I checked the answers and explained some difficult vocabulary. Then, I gave one handout which contained five paragraphs and another handout which contained five headlines. Students had to match them.

Afterthoughts :

- Timing again was a problem. I originally planned to check the answers of matching exercise but there was no time.
- Less time should have been spent on explaining expressions as it defeated the objective of the lesson, i.e. skimming.
- I should have allocated a specific amount of time to practice skimming.
- I should have opened the lesson with a discussion of the benefits of fasting so the students could compare their answers with what they had found in the article.

Appendix (E)

Classroom Peer Observation Format

Name of Student Teacher :

Text Book : Class: Unit : Lesson : Date:

Instructions : Make comments on the following points where appropriate

A- Giving Effective Instructions :

- Clarity / simplicity of instructions

.....

- Use of hand gestures

.....

- Checking students' understanding of instructions

.....

B- Using Motivated Question Techniques :

- Questioning strategies

.....

- Types of questions

.....

- Distributing questions around the class

.....

C- Choosing Suitable Techniques for Correcting Mistakes:

- Error perception

.....

- Error correction techniques

.....

- Response / reaction to student error

.....

- Giving feedback

.....

- Style of error correction

.....

D- Praising the Correct Answers:

- Praise behaviors

.....

- Facial expressions

.....

E- Systematic Handling of the Blackboard:

- Legibility of handwriting

.....

- Use of underlining and colored chalk

.....

- Position / body movement

.....

F- Making and Using Available Audio-Visual Aids:

- Variety of aids

.....

- Appropriateness and effective use of aids

.....

G- Remarks :

- Areas of strength :

.....

- Suggestions for improvement :

.....

Peer Signature