



The power of reflection in improving EFL teachers' professional development and instructional practices - A study conducted at Higher Education Institutions in Macedonia, a PhD dissertation

by

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**Thesis submitted to SEEU-Tetovo
For the degree of Doctor of Philosophy**

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June 2019

My inspirational quotes:

“The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.” Albert Einstein

“There is nothing noble being superior to your fellow man; true nobility is being superior to your former self” Ernest Hemingway

Declaration

This PhD dissertation is result of my personal effort and work done, which consists of my own endeavor and is the outcome of work completed in collaboration excluding where particularly indicated in the content. It is completely authentic and has not been previously submitted, in part or a whole, to any university or institution, for any degree, diploma, or other qualification.

I hereby declare that this research is my personal work and contribution and that no other has used the same procedure, instruments or had the same focus of research.

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Abstract

This PhD thesis dissertation introduces and discusses the concept of reflective teaching and investigates the interactive reflective process and the relevance of reflective practice concerning the schema teacher - student commitment at higher education. Moreover, it highlights the role and the influence of reflective teaching in the teachers' professional development and its power in improving EFL teachers' instructional practices while teaching EFL at higher education institutions in Macedonia. Furthermore, the study presents few reflective models by relevant scholars coupled with few reflective professional development models as well. Henceforth, the professional development, on account of reflective practice, gains the possibility to get in a process of "mental growth spurred from within" (Feiman Namser & Floden, 1986, p.523), where EFL teachers strive toward their own professional growth. Therefore, reflective teacher instructional practices build up a connection to much more explicit access of their personal beliefs, providing effectiveness during teaching classes.

Additionally, reflection enables teachers to be more productive by obtaining explicitly their applicable knowledge to the maximum; being flexible to potential professional prejudices; challenge and develop their own current academic professional qualification; make the best use of new teaching – learning opportunities, respond effectively to learners' interests and requirements; meet the current learners' needs; and engage in their own ongoing professional development.

Finally, the research suggests and recommends the use of reflective practices, highlighting the reflective approach as a new and quite effective method in teaching EFL at higher education settings.

Key words: reflection practice, higher education, instructional improvement, teaching EFL, professional development

Abstrakt

Ky punim doktrature prezenton dhe shtjellon termin e mësimdhënies reflektive dhe shqyrton procesin dhe rëndësinë e reflektimit në mësimdhënie sa i përket përpilim-realizim plan programit të suksesshëm në arsimimin a lartë. Për më tepër nxjer në pah rolin dhe rëndësinë e reflektimit në mësimdhënie drejt zhvillimit profesional dhe fuqin e saj në përmirësimin e qasjes dhe metodave të mësimdhënies së gjuhës angleze në institucionet e arsimit të lartë në Maqedoni. Për më shumë, hulumtimi prezenton disa modele të praktikimit të reflektimit në mësimdhënie të propozuar nga studiues të rëndësishëm të kësaj fushe poashtu edhe disa modele të zhvillimit profesional. Për më tej zhvillimi profesional në llogari të praktikave të reflektimit fiton mundësi të arrij në procesin e “zhvillimit mental të nxitur nga brenda vetvetes” (Feiman Namser & Floden, 1986, p.523), nga e cila mësimdhënësit e gjuhës angleze përpiqen drejt aritjes së zhvillimit profesional. Kështuqë praktikat reflektive të mësimdhënësve gjatë mësimdhënies ndërtojnë një urë më të fuqishme drejt qasjes sa më eksplicite bazuar në bindjet personale për qasje me efektive gjatë mësimdhënies. Përveç kësaj, reflektimi u mundëson mësimdhënësve të jenë më të frytshëm në përcjelljen e njohurive në mënyrën më të mirë të mundshme; të jenë fleksibil gjatë paragjyqimeve të mundshme në profesion; të sfidojnë dhe zhvillojnë kualifikimin aktual akademik të deritanishëm; të japin më të mirën dhe konsiderojnë mundësitë për qasje të reja në mësimdhënie; tu përgjigjen me përgjegjësi interesave dhe kërkesave të studentëve; të identifikojnë dhe njohin nevojat aktuale të studentëve dhe të angazhohen vazhdimisht në zhvillimin e vet profesional. Për në fund, hulumtimi sugjeron dhe rekomandon praktimin e reflektimit në mësimdhënie duke e theksuar si qasje e re dhe praktikë goxha efektive që mund të realizohet në kuadër të arsimit të lartë.

Fjalët kyçe: mësimdhënie e gjuhës angleze, praktika reflektive, arsimim i lartë, përmirësim i metodave të mësimdhënies, zhvillim profesional

Абстракт

Оваа докторска дисертација го претставува и дискутира концептот на рефлексивното учење и го проучува интерактивниот рефлексивен процес и релевантноста на рефлексивните искуства во врска со шемата на наставникот - посветеноста на студентот во Високото образование. Освен тоа, ја истакнува и улогата и влијанието на рефлексивната настава во професионалниот развој на наставниците и нејзината моќ во подобрувањето на наставните практики на EFL наставниците при предавањето на EFL во високообразовните институции во Република Македонија. Покрај тоа, студијата презентира неколку рефлексивни модели од страна на релевантни научници, заедно со неколку рефлексивни модели за професионален развој. Оттука, професионалниот развој на сметка на рефлексивната практика добива можност да се најде во процес на "ментален развој поттикнат од внатре" (Feiman Namser & Floden, 1986, стр.523), каде што EFL наставниците се стремат кон сопствениот професионален развој. Како резултат на тоа, рефлексивните практики за наставници создаваат врска со многу поексплицитен пристап на нивните лични убедувања, обезбедувајќи ефикасност за време на наставата. Освен тоа, рефлексивната им овозможува на наставниците да бидат попродуктивни со добивање на нивно максимално експлицитно применливо знаење; да бидат флексибилни за потенцијалните професионални предрасуди; предизвик и развивање на сопствени актуелни академски професионални квалификации; се направи најсоодветна употреба на нови наставни можности за учење, кои ефективно ќе одговорат на интересите и потребите на учениците; да се задоволат потребите на сегашните ученици; и да се вклучат во постојан сопствен професионален развој. И како за крај, истражувањето сугерира и препорачува употреба на рефлексивна пракса која го нагласува рефлексивниот пристап како нова и доста ефективна во EFL наставата во високото образование.

Клучни зборови: рефлексивна пракса, високо образование, подобрување на наставата, EFL настава, професионален развој.

Acknowledgment

Writing and working in a research study is a normal course of action in an ongoing rational process in growth. Thinking of a change through years, aiming a never-ending personal and professional growth is a consequence of an individual's self awareness in order to become a better person. Defending my PhD dissertation is a formal end to the particular dedication through the past years, which gives me satisfaction and pride. This PhD thesis dissertation would not have been completed without the support of certain people, so I take the opportunity to express my acknowledgement.

Many thanks go to my dear students who during these 12 years of experience were the reason why I have reflected in order to become a better EFL teacher.

Special thanks go to participants of the study who were kind enough to express and share their attitudes based on their own personal experience.

Immense gratitude go to my mentor, Prof. Dr. Brikena Xhaferi for her help, for her right path guidance, her unconditional support throughout the research, for her always believing in me and the immeasurable confidence she grew within me.

Deep acknowledgement goes to my husband who supported me morally and continuously encouraged me to develop professionally.

I am immensely grateful to God for all that I have achieved through ongoing motivation which kept growing within me through the years of my educational journey, for the spirit granted and kind-heart in my person, for giving me the bless of become a mother which made me see the world through fresh lenses and love my students much more, reflect in order to become a better teacher, to grow love for my profession, have my family and good friends by my side which make me love my surrounding world and for all the countless everyday blessings in my life.

And this work is completely dedication to my wonderful parents who unconditionally believed in me, supported me morally and grew in me the love and the value of being educated and a good person.

Preface

This PhD dissertation topic concept is very new in my town and as such this research attempted to identify and give credits to the use of its practice in teaching EFL at higher education institutions. Specifically, it attempted to recognise the very need to use it while teaching EFL at higher education. Indeed, whilst reading through the research, the reading audience from time to time will notice the description such as reflective practice in a close connection with knowledge management, with EFL instructional improvement and with professional development.

Considering the knowledge management and reflective practice in close connection to the EFL teacher cognition, the study examines teachers' own thoughts, beliefs and experiences in order to provide a new insight of the teaching objectives. The power of reflective practice influences knowledge transfer which should be more integrated and always aligned with modern teaching approaches.

Taking into account the everyday basis diverse learners demands, often EFL teachers' tend to feel weak and humble. In fact, reflection makes people feel empowered and charged with self-confidence. Therefore, the close connection of reflection with EFL instructional improvement refers to the "self-efficacy" which means the positive will and actual capacity to shape own instructional teaching methods, and to believe and maintain the effect of positive change in one's own personal qualities as a professional.

Considering the numerous issues which affect students' academic accomplishment at higher education, the close connection of reflection with professional development used in this research refers to becoming a reflective practitioner which means the continuous attempt to be open toward a better selection of possible responses to each and every learner' need. For this reason the concept of the EFL teacher professional development takes big credits on account of better student potential interpretations and modern teaching expectations which are as a result of motivation while teachers' classroom performance.

To sum up, the term "Reflection" in this research is used as a synonym of their own personal improvement, as a synonym of their own professional development and in general as a synonym of their own higher standards and the rise of self qualities as individuals.

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Chapter 1 - Introduction

1.1 Introduction

The teacher education centers and teacher reflection have become core issues in teacher development. Profound education requires prosperity of self autonomy of the higher education teacher and implementation of contemporary practices engaged efficiently in the classroom. This requires the improvement of instructional practices and perspectives, focusing on beneficial feedback of EFL teachers' professional development. The current reality at higher education in Macedonia let us know the necessity of changes in EFL teacher's instructional practices. In order to be much more explicit and effective, EFL teachers should mirror thoughtfully the necessity to change their way of everyday teaching practices. The rationale for choosing this topic is that for teachers who look forward to new innovative teaching approaches, reflection can be by all means a real challenging practice; hence it can support teachers to analyse their performance in terms of their professional developing identity and instructional practice. Therefore, to easily connect teaching theory principles with professional practice, to gain authority and manage to practice self control to demands continues professional development training nowadays. The indication to professional development compel as a consequence of strong desire for innovation of each and every teacher in particular since knowledge is accessible from action which by all means is crucial to pedagogical reflection. In teacher's professional development framework, crucial relevance is emphasised on the quality of the teaching - learning commitment. In my teaching experience, the professional perspective reflection setting consists of: Intentional aspirations, prolonged persistence, correlation theory – practice, flexible framework, readjustment and development. The pertinence of applicability of essential reflective practice is crucial in better responding to student needs and ambitions to adopt easily learning approaches toward their own desired commitment. Through constant professional learning, the EFL teachers can strive to expand their own practice by questioning their own educational content, methods, and experiences on how to motivate and rise student self-esteem in responding successfully to their own needs and

overcome difficulties. Reflective professional development show every sign of effective scope to administer new instructional practices concerning EFL teacher self-critiques and improving classroom practices. Anderson (2002) emphasises that reflection can be helpful to EFL teaching community collaboration as a powerful encouragement to overcome difficulties, change beliefs, values and understandings toward reaching their own conclusions.

In order to prosper in implementing instructional practices which will contribute to students' success, the reflection is probably the only addressing route to professional development considering practices that will point out the new multidimensional destinations in teaching EFL at higher education in Macedonia.

Gulamhussein (2013) claim the "real issue isn't that teachers aren't provided professional development, but that the typical offerings are ineffective at changing teachers' practice or student learning" (p. 1). Hence, certain EFL teacher needs ought to promote change and often filter teachers' instructional practices to better practices. Guskey (2002) stresses the need for EFL teachers to afford with necessary dedication to collect feedback on student learning progress and manage to obtain certain student need toward the attainment progress.

This PhD dissertation brings together in discussion three main issues as follow: the explicit EFL teachers' instructional practices , teachers professional improvementat higher education Macedonian Institutions resulting development and highlight of the power of Reflection in the light of long-lasting successful education objectives that impacts the reflective professional development in changing higher education teachers' instructional practices.

1.2 The general statement of the study

Courses designed to support higher educationoften fail to meet the EF learners needs. In currenthigher education Macedonian institutionsthe quality of teaching is questioned on a daily bases among EFL teachers, such as inter – colleague consultations about temporary solution problem which postpone having to cope with closing the gap of overall issue solution of meetingcontinuously the EF learner demands. Moreover, insufficient attention of framework programmes lacks supportive ideas from multiple sources. Therefore, the ongoing teaching –

learning process proceedings convey the EFL teachers urge of reflective professional development. The concept of professional development in general, covers a series of issues that EFL teachers face in their everyday classroom practices. Reflective practice appear for sure to encourage EFL teachers to reconsider analysing their ideas and past practices of teaching, build up a connection teacher – learner with the intention to upgrade and foster autonomy. Through a multiple intensive approach, this PhD will make a detailed analysis research, investigate and prove how reflective practice enhances reform in the context of positive changes, revise crucial steps to multiple aspects of the EFL teacher's instructional practices setting and by all means the EFL teacher development.

Namely, this PhD dissertation builds upon the scientific research analyses that identify the commitment of constant professional development in synergic relation with EFL teachers' perceptions, believes and their flexibility in teaching practices. The main scope of this PhD thesis paper lies in the support of a sustained continuous improvement in teaching EFL at higher Education Macedonia and mirror the process of adopting challenging professional development models which will question the current instructional practices that will encourage constant effective changes in student outcome progress.

1.3 Aims and objectives of the study

This PhD endeavor is focused on reflective practice teaching EFL at higher education as a development process. Engaged in reflective observations, focus-group analysis, individual interviews, and journal writing this PhD will consider in-depth analysis of reflection practices mindset at higher education.

The major aims of this research are to see:

1. If reflection approach is beneficial for professional development in terms of achieving learning objectives
2. If teachers at higher education support reflective practice and will it facilitate motivation in teaching EFL at Higher education
3. If reflection practice benefits teachers in their professional development

4. If there is an impact of reflective teaching practice on the overall academic accomplishment of the students

1.4 Research questions and hypothesis

In order to achieve the results in a much more explicit way, this PhD thesis will be based on relevant research aims and research questions as follow:

Research Questions

1. What are teachers' perceptions on reflective practice and if it facilitate learner motivation in the EFL classes of Higher Education?
2. Does reflective teaching support particular learning objectives of classroom lessons?
3. Does reflection practice help EFL teachers to develop professionally and use variety of teaching techniques?
4. Can reflective practice be an advantageous scheme on account of the academic accomplishment of the students?

Hypothesis

H1= Teachers have positive perceptions about reflective practice and they believe that it motivates students to learn more

H2 =Reflective teaching supports particular learning objectives of classroom lessons

H3= Reflection practice help EFL teachers to develop professionally and enable them to use variety of teaching techniques

H4= Reflective practice has an advantageous benefit on account of the academic accomplishment of the students.

1.5 Conclusion

In conclusion, this thesis chapter deals with the presentation of the relevance of the concept and the power of the reflection practice in teaching EFL at higher education context; The general statement of the research study which focuses on highlighting the relevance of the implementation of new instructional practices which will contribute to students' outcome success. It also presents the importance of reflection in EFL teacher professional development

and the improvement of instructional teaching practices as addressing routes to learner outcome advancement at higher education institutions in Macedonia; Furthermore the chapter presents the aims and objectives of the research study; the Research questions and Hypothesis as well.

Chapter 2 - Literature Review

2.1 Teacher cognition and the relevance of Reflection in teaching EFL

Considering the fact that learning a foreign language sometimes may not be a great pleasure, in the teaching EFL field insufficient feedback is received on the teachers practice, their framework management, and lack of progress and teachers instructional practices. At this instance, not much is known about whether teachers change their pedagogic beliefs, or whether they consider necessary developing professionally concerning their practice of teaching. The basic pace to find out how to alter forward the teaching - learning process is to figure out the attitudes and ideals which lead those processes (Brousseau, Book, & Byers, 1988).

Teacher portrait is identified as a crucial powerful dynamo mechanism in the scope of the vast achievement possibilities toward effective student learning outcome, and the EFL teacher personal experiences longing for multiple critical inquiries in order to make a thoughtful practice valid and worthwhile.

Although the interpretations of teacher' practices may have different connotations, analysing critically their own experience involves a profound examination process which includes unconsidered beliefs, practices and outcome results. Usually, the concept of reflection analysis, reflection critics and reflective thinking have been used by researchers to cover in general the aspects of own teacher revision of past experiences and whole teaching process in essence (e.g., Dewey, 1933, 1938; King & Kitchener, 1994; Sparks-Langer & Colton, 1991; Zehm & Kottler, 1993). Researchers have identified that by perceiving own capacities, the gradual progressive EFL teacher learning experiences were stressed to the greater extent (Connelly & Clandinin, 1999; McCormack, Gore & Thomas, 2006). Becoming a reflective practitioner alarms the EFL teachers own chronological deeper rooted revision of beliefs, attitudes and practices by questioning own potential capacity used. Reflective teachers express the willingness to challenge actual own practices, search for new aspects of perspectives and modify own teaching practices. The agenda of reflective teachers setting consist of aspirations to respond positively with problem-solving conduct.

“Although teacher development has been a familiar notion in the English Language Teaching (ELT) profession for the last few decades, it is still relatively new and has received insufficient attention” (Huimin, 2010 p.60). Prior to teaching EFL at higher education institutions settings is important to realise transferring momentum awareness and transform teaching practices to greater extend of possibilities in daily bases context.

Professional learning is a matter of adapting FL learners’ requirements and needs to deeper commitment in combination with a well managed knowledge and skills, balance of practices accordingly mutual teacher – learner goals and objectives. Hence, developing as a reflective teacher is a complex route which requires considerable attention toward using significant effective knowledge sharply (Beijaard, Meijer & Verloop, 2004).

The connotation of an EFL teacher experience quality might attribute and access involvement in practices processed differently by unique individual perceptions. Running the daily bases instructional goals and achieving FL learners objectives honor the teacher ideals by attributing experiences and professional satisfaction at the instance of enhancing own motivation to effectively engage - in with current mix-level EFL learners classes.

The proceeding of different interpretations can make teachers unique and different from every other colleague. When EFL teachers critically analyse their own proceeding experiences they can become attentive of a potential more effective fruitful response to certain students’ needs consequently become reflective teachers.

Indication considering developing self - reflection increases the constant capacity to access differently regarding various mixed – levels of EFL learners groups. Moreover, developing self-reflection significantly involves skillfully aggregation of certain strategies and approaches of individual aspirations and agendas which will lead to the greatest extent of flexibility in service of any EFL learner possible. In addition will challenge and enhance the capacity of EFL learners and meet own academic needs of changing teaching practices by adjusting powerful compelling productive approach.

To sum up, the development of teachers’ self-reflection conveys on balance of the process of EFL teacher personal subjective perception to a certain each and every student objective behavior resulting the interpretation of the ultimate way of teacher response.

2.1.1 The indication of teacher cognition onward the progress of professional development

In the researches conducted concerning teacher cognition have been discussed issues crucial to EFL teaching process such as teachers' prior knowledge, framework programme preparations, practices of teacher knowledge and the effect of reshaping knowledge transfer. On the other hand, the researches concerning teacher cognition has been discussed the cognitions and *reported* practices (Kern, 1995; Flores, 2001; Allen, 2002;) the cognitions and *actual* practices of in-service language teachers; cognitive change in in-service teachers (Freeman, 1992, 1993); comparisons of the cognitions of expert and novice language teachers (Mok, 1994; Johnson, 2005; Tsui, 2003); as well as on the study of specific curricular areas such as the teaching of grammar, reading, and writing (Borg, 2006, p. 75). Furthermore, in the researches on teacher professional development were discussed the development of pedagogical content knowledge as "non-linear" and "cyclical" mutual quality (Hashweh, 2005, p.280). In addition, researches claim that the EFL teachers' reduced subject matter knowledge and pedagogical content knowledge has affected the slowdown of their professional development (Zhang et al., 2008; Jian, 2008, He, 2009). Although there are numerous factors which influence the development of pedagogical content knowledge, many researchers have considered "cognition" as a crucial means considering the relation between teacher cognition and classroom practice of in-service teachers.

One of the concerns of this PhD is to discuss and to set forth the premise of teacher cognition and professional development with target on EFL teacher cognition and instructional practices. The rationale of critical reflective EFL teacher practices imply the cognition as a questioning diagnostic feature such as: Jian (2008) asserts that the lack of pedagogical content knowledge affects language teachers concentrate on "what to teach" rather than "how to teach".

Freeman (2002) identifies the teacher knowledge with cognition ability to fit - in the following questions:

- "1) How do teachers learn content and teaching practices?
- 2) How are teachers' mental processes conceived?

3) What is the role of prior knowledge in learning to teach?

4) What is the role of social and institutional context in learning to teach?(Freeman, 2002, p. 3).

Freeman isolates these four questions with attention to an interconnection process of activities such as focus on what and how to teach, concentration on the context of the process itself affected by the teachers' prior knowledge as crucial in the appropriate thinking processes and principles of teaching practices.

On the other hand, Borg (2006) claim, "the personal nature of teacher cognition, the role of experience in the development of these cognitions and the way in which instructional practice and cognition are mutually informing" (p. 49).

Figure 1. Elements and processes in language teacher cognition (Borg, 2006, p. 283)

Borg (2006) offers a descriptive framework in which represents the elements involved in language teacher cognition processes. In particular, teacher cognition is affected by teachers' prior knowledge consisting education, language learning experiences and classroom practice which are in reciprocal relation notifying contextual factors in education while professional endeavor in adjusting this process over time.

2.2 The power of reflection in improving EFL teachers' professional development

The teacher quality as one of the relevant determinant in teaching EFL at higher education plays crucial role in developing a broader realisation of knowledge transfer and rising the opportunities of much more efficient productive skills and approaches.

As long as certain teachers will not promote prosperity to manage their practices style they will lack the upgrade of strategies and strength of performance in improving teaching quality. In the interest of improving teaching practices researchers have developed various aspects of teaching habits. Additionally, each and every teacher should question the current practice effectiveness and challenge their outcome toward higher quality.

Based on the belief of the idea that there are various better teaching approaches to practice which will result in L2 outcome incensement, the professional development is considered as one of the best solutions toward learner achievement. Scholars trying to improve teaching on account of continuous professional development consider identifying the difficulties of EFL processes toward accomplishment. So far, the professional development is the access to EFL teacher self awareness that they can increase and outline their own best qualities. Hence, "Improving professional learning for educators is a crucial step in transforming schools and improving academic achievement" (Wei, et al., 2009, p. ii).

Indeed, a real challenging teacher – learner connection in the teaching-learning process is critical point keeping the student attention at higher education setting. Notably, Wheatley (2005) claim the need for an explicit "power relationship where learners take a more active role in their learning" (p. 748). He emphasises the ability of EFL teachers to empower students to stimulate to a much more compelling outcome.

Hargreaves and Shirley(2009) mark the core issue to professional development process by explaining that when “leaders pull responsible, qualified, and highly capable teacherstogether in pursuit of improvement within a culture that celebrates persistent questioningand celebration of the art and craft of teaching” (p. 87), in particular supporting changes in instructional practices to ultimate requirements.

EFL experienced teachers each academic year stand up in front of diverse changes such as mixed level learners, changes in subject content, new teaching principles, increasment of technology usage which affect proceedings of FL learning. Most teachers consider ideal to insist endorsing the need for technology education and updated modes teaching standards.

According to what degree EFL teachers will ascertain their professional development whether is actively compelling, depends on the harmonisation of framework compilation with instructional practice implementation.

Professional development consist the nature of problem solving duty of curriculum design, flexibility and instructional approaches providing sustained opportunities on students’ learning overcoming possible gaps teacher face in expected outcome result.

Cochran Smith and Lytle (1999a) statement on the concept of professional development:

Different conceptions of teacher learning ... lead to very different ideas about how to improve teacher education and professional development, how to bring about school and curricular change, and how to assess and license teachers over the course of the professional life span. (p. 249)

Teacher Professional Development attention has been stressed considerably by researchers and practitioners of teaching profession as well. While researchers attempt to meet and follow the steps which lead the process forward, on the other hand practioners seek to simplify routes which derive this process established successfully.

Professional development as a crucial determinant in EFL learner mostly due the powerful effect of not only obtaining ongoing opportunities to improve own knowledge and skills but

supporting shifts in teaching approaches on account of learner needs as well. Furthermore, the framework content would enhance motivation by being flexible obtaining techniques to progress and seek own needs in improving professionally. Ultimately, EFL teachers as Houle claim, “should involve learners in as many aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn” (Merriam, 2001, p. 6).

For the reason of the generally recognized need for a sustained professional development is for “growth and improvement of any educational institution, teacher professional development becomes a milestone in teachers’ continuum of life-long learning and career progression” (Hien, 2008).

Hence, certain teachers as long as will not promote prosperity to manage their practices style they will lack the upgrade of strategies and strength of performance in improving teaching quality. Based on the belief of the idea that there are various better teaching approaches to practice which will increase professional development, reflection is considered as one of the best solutions so far. Prior to professional development is the access to EFL teacher self awareness that they can increase and outline their own best qualities by “Improving professional learning for educators is a crucial step in transforming schools and improving academic achievement” (Wei, et al., 2009, p. ii).

In the field of teacher education, the EFL professional development achievement identifies with engagement in continuous critical self- reflection in advance of teachers coincide of beliefs, teaching styles and instructional practices with students needs and expectations.

Self-assessment is considered a powerful principle to follow reconstructing successfully practices and engage in strengthening the quality and learning through experience on account of better results possible.

2.2.1 Developing Aspects of EFL teacher learning

As long as EFL teachers to frequently introduce traditional practices with little input they will lack challenges and therefore developing aspects of advanced practices so far. Professional development instantly enforces efficient methods to integrated current demands in EFL needs for teacher change challenges to be maintained and long lasting. Hence, the EFL teacher

learning is “increasingly viewed as something which is self-directed, inquiry-based, and directly relevant to teacher’s professional lives” (Burns & Richards, 2009, p. 6) aiming attention and self-consciousness about their own powerful ability to perform enhancing higher effective outcome in EFL learner at higher education. The literature on professional development is provided with series analysis on challenges which enhance effective teacher practice on account of increased student achievement.

Among the most discussed is Elmore (2009) who proposed *system instructional improvement referring the complex nested* challenging model consisting *identity* , *self* and *self-concept* while practice.

Developing Learning is defined by researchers as a process to follow certain steps and techniques to help better absorption of knowledge transfer. As Reid (1995), specify learning as “natural, habitual, and preferred ways for absorbing, processing, and retaining new information and skills” (p.viii).

Smith and Gillespie (2007) emphasize the job-embedded capacity of teacher learning within debates through inquiry association of teachers. This aspect of EFL teacher learning center of attraction lays on “developing teacher knowledge in the content area, analyzing student thinking, and identifying how that knowledge can be applied to changes in instructional practices tailored to the local educational context” (p. 219) highlighting the rise of attributes of teaching quality.

Smith and Gillespie (2007) indicate support for job-embedded professional development when the development includes the following features:

- A focus on helping teachers to study their students’ thinking, not just try new techniques.
- Collaborative learning activities among teachers.
- Activities in which teachers make use of student performance data.
- Help from facilitators to organize job-embedded professional development.

(Smith & Gillespie, 2007, p. 220-221)

As learning and teaching are tightly connected and equally important it is necessary to consider both as relevant. Focusing in the search of the perfect model on account of better learner

outcome is not essential rather than focus on developing learning styles to provide learners variety and consequently compelling progress.

2.2.2 The steps to follow aspects of EFL teacher Learning opportunities

Regarding the aspects of EFL teacher learning opportunities in the interest of teacher professional development will now be addressed few steps to follow. Therefore, teacher development can be seen as a life time journey route throughout a teacher's career.

As the matter of the fact that teacher knowledge and skills might turn into outdated data over time, the co-relation between teacher knowledge and teacher practices will influence negatively the EFL learners' success at higher education. Therefore is needed a sensibility for a professional development after all. Due to this aspect each EFL teacher is required to be actively involved in the ongoing learning process during the entire professional activity. Hence, the sensibility for a professional development is considered as initial step toward looking to extra data sources of learning opportunities. Hence, Mundry (2005) states that "schooling can make a difference for all students if they have access to quality teaching" (p. 9). On the other hand, to "take responsibilities for the quality of the experiences each of your students will have in your classroom over the life of your career" (Pugach 2006, p.1), since the aspiration of teacher professional development is to "enhance learning of challenging content for all students" (Mundry 2005, p. 13). With attention to diverse needs, Head and Taylor (1997) put forward developing self-awareness as solution of "what you do" and "what you think you do" in class (p.48) asserting on the self-directed teacher attitude in govern own progress of professional development.

Although many teachers resist changing instructional practices admission of teacher change is a determinant aspect to straightforward teacher learning. Applying a reform requires to carry on new responsibilities which lead to teacher career development.

Teacher learning indeed refers to own personal rebuilding in professional setting. A process which teachers "have the potential within themselves to become better teachers through

deepening their own understanding and awareness of themselves and of their learners” inspiring EFL teachers to proceed own learning (Head & Taylor, 1997, p.5).

Furthermore, the teacher self-study as a solution attempt defined as "teachers' systematic and critical examination of their actions and their context as a path to develop a more consciously driven mode of professional activity" (Samaras & Freese, 2006, p.11) as "a means of investigation and analysis that starts with one's self, and as a tool for professional improvement" (Myers 2002, p.130). Consequently, self-study supports EFL teachers to reflect on their own knowledge explicitly "flexible, open, and creative" (Bass et al. 2002, p.68).

Ultimately, teacher take up commitment is by all means a key aspect which needs to be considered as relevant for EFL teacher development, which refers as Gebhard (1996) claim beyond “going from being dependent on outside sources and concerned with self-survival and with what kinds of techniques to use, to being concerned with student learning and able to make informed teaching decisions” (p.15).

2.2.3 Proposed Models on Professional Development

Many models on professional development were proposed by scholars but among most compelling and effective are as follow: Kennedy (2005) model claim that “CPD can be structured and organised in a number of different ways, and for a number of different reasons” (p.236). She introduced three main types of CPD models: transmissional, transitional and transformational. Each of type consisting models of achieving Continuous Professional Development which will be interpreted as follows:

1. Transmission	2. Transitional	3. Transformational
A. Training model	A. Standard-based model	A. Transformative model
B. Award-bearing model	B. Coaching/mentoring model	B. Action research model
C. Deficit model	C. Community of practice model	
D. Cascade model		

Table 1. Models of CPD proposed by Kennedy 2005

1. Kennedy's (2005) the transmission type of CPD, in "fulfilling the function of preparing teachers to implement reforms, aligns itself with the training, award-bearing, deficit and cascade model" (p.248).

Training Model – training programmes as having the "implication that teachers are to be given specific instruction in practical techniques" (Korthagen et al. 2006, p.1032) usually "presented as a pre-service approach, the input content is presented through conventional processes, such as lectures, readings and observations, or through participant-oriented processes, such as project work and case studies. The outcome of the instruction would be evaluated through academic techniques such as exams, term papers, or sample teaching" (Latiwish 2003, p.55).

Award Bearing Model - relies on award bearing framework program of study which motivate EFL teachers to develop professionally in the aspects needed.

The Deficit Model – target is supporting EFL teachers with low quality performance management. Namely, "the deficit model uses CPD to attempt to remedy perceived weaknesses in individual teachers" Kennedy (2005, p.239)

The Cascade Model – suggest EFL teachers to attend training courses. “employed by a group of teachers as a means of sharing their own (successful) learning with colleagues”(Day 1999, p.126).

2. Kennedy (2005) *transitional type* “capacity to support underlying agendas”. It is provided with three models: the standards-based model, the coaching/mentoring model and the community of practice model (p.242).

Standards-Based Model - This model relevance lays in the ability of performance to settle the standards each teacher should fit in.

Coaching/Mentoring Model - refer to support CPD by sharing practices of colleagues considered more experienced and skilled.

3. Kennedy's (2005) *Transformational Type model* outlines “supporting teachers in contributing to and shaping education policy and practice would align itself more naturally with action research and transformative models” (p.248).

Kennedy (2005) claimed the combination of the previous types of CPD that covers transformational program separated in two models : transformative and action research.

Kennedy's (2005) *Transformative Model* reports that transformative CPD is a combination of various elements since it embrace teacher-centred, context-specific aspects; which involve cooperation between teachers, academics and other organisations to increase the awareness required for educational change (p.254).

Action Research Model - Greenwood & Levin (1998) pointed out that “action research refers to the connection of three elements: research, action and participation (p.6) aiming to increase involvement in integrating into activities which contribute teacher develop professionally. Second, Reflective approach model of professional development proposed by Guskey (2003) presenting “four modes of professional development as cyclical changing teaching practice, which mark the progress to improvements in student achievement and outcomes, and changes in teachers' beliefs and attitudes” (p.382).

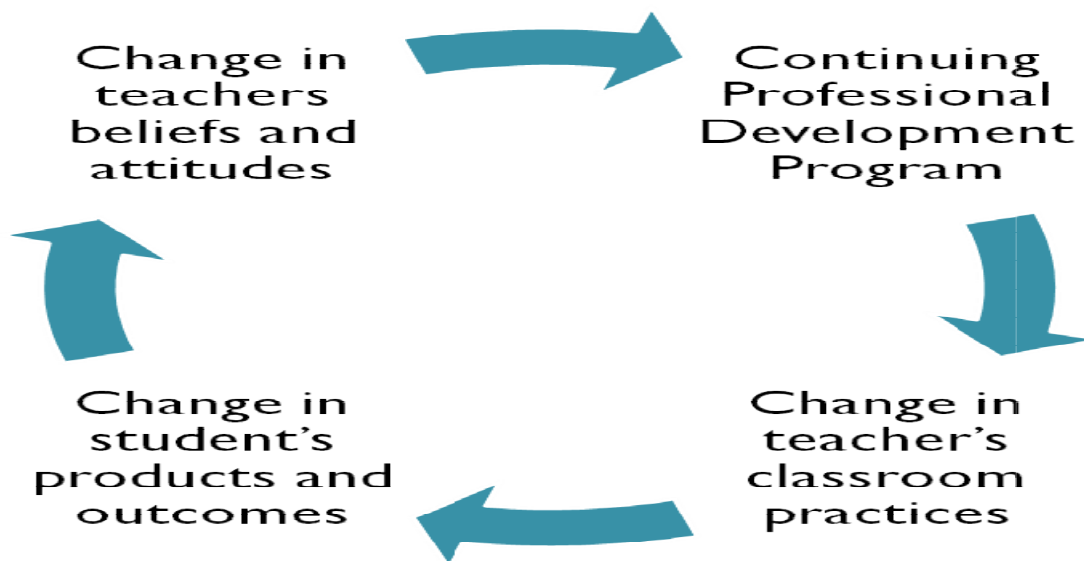


Figure 2 : Guskey's Model of Professional Development(Adapted from Guskey, 2003, p.3)

Guskey (2003) projected a model which will be in charge of scheduling and carry out responsibly the effectiveness of own EFL teachers' actions meaningfully (p, 498) to facilitate a persistent development by making use of teachers' challenges to inquire their own practices, the quality of learning acquisition is regardless students' cognitive capabilities; insofar it is affected by multiple motivational components.

Namely, in this case professional development is liable to display much extended practice related to obstacles teachers challenge in classrooms (for instance raising awareness of the teacher's accomplishment in being much more productive) in innovative EFL construction plan program seeking the motivation dynamics outcome in EFL classes.

- Hence, in far reaching progress in EFL brings out two relevant claims. First, the enhancement of environment as a strong support in activating motivational factor in learning outcomes (Pintrich, Marx, & Boyle, 1993), and second: teachers' performance is crucial in making use of motivational learning techniques (see Brophy, 2004; Dörnyei, 2001) and Dörnyei (2006) who claims "motivational teaching practice."

A teachers' practices for instance should keep up with contemplation through reflective practice onward each and every single individual knowledge as a result of personal experience (Nilsson, 2008; Shoffner, 2008).

2.3 The power of the Reflection in improving EFL teacher' instructional practice

In general, the necessity for professional development is widely recognised as essential demand in the context of teaching EFL at higher education. There are various studies revealing the power of reflective instructional professional development. Hence, a considerable effort is marked in the struggle to implement a new skill mentioned as the "implementation dip" (Fuller, 2001).

Even though the term reflective practice is interpreted differently "Part of the power of critical reflection in opening up new perspectives and choices about practice may only be realized if the connections between individual thinking and identity, and dominant social beliefs are articulated and realized." Fook and Askeland 2006 (p.53)

Experience -based professional development supports EFL teachers to verify student achievement results and certainly develop solutions according learners' needs. Reflection by all means is a crucial tool in moving forward the professional development by using innovative techniques which allow teachers to reshape their instructional practices.

Reflective Practice is considered as a powerful means on account of wide usage in education in charge of the teaching EFL methodology which best functions. Hence, the teacher image as reflective practitioner fits best on setting forth the objectives of teacher education and teacher development.

The rationale of higher institutions in Macedonia teachers will is to change instruction in credit of pointing up focus of attention to the extent of much more explicit implementation of professional development scope. Scarino (2014) highlights the best way to empower own teaching practice to reflect on their own performance paying attention and therefore to create new opportunities for instructional practices. At this instance, the critical stage is prior to achieving self-confidence on account of their professional accomplishment, ascertaining the

effect of the endeavor toward their professional development, adding new skills continuously and experiment with flexibility.

In fact, "Part of the power of critical reflection in opening up new perspectives and choices about practice may only be realised if the connections between individual thinking and identity, and dominant social beliefs are articulated and realized." (Fook and Askeland 2006, p.53) Namely, EFL teachers begin to commit effectively to new instructional approaches, as a result of the power of reflection which enhances teacher development.

Moreover, EFL Teachers' initial step forward participate actively in different approaches engaging in making sense of a new practice powerfully providing support for teachers to new teaching strategies in the interest of meeting the call of reform highlighting particular aspects of practice. To achieve this perspective, EFL teachers must come to an understanding of their own behavior; they must develop a conscious awareness of their own actions and effects and the ideas or theories in use that shape their action strategies.

Brookfield (1995) claim that "we can learn about and start experimenting with different approaches to assumption hunting although many of these approaches are well suited to unearthing assumptions of power and hegemony . . . [and] they also outline ways in which a program for the encouragement of reflective practice in others can be systematically developed." (pp. 218-219).

Numerous scholars have stressed the Reflection as a powerful teacher - student relationship which is crucial to the nature of well-mannered and harmonious cooperation by paying significant attention in supporting continuously the purpose of reflection in benefit of experiencing fruitful practices. Davis (2003) claim that "professional development can be a way for teachers to be aware of their learning and can provide a situation in which teachers can cultivate this learning as a process" whereby they can assess and improve their own instructional teaching practice (p.25).

Bell et al. (2005) stated that: "Through CPD, teachers can review, renew and extend their commitment as agents of change to the moral purposes of teaching through which they can acquire and critically develop the knowledge, beliefs, skills and emotional intelligence

important to excellent professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives” (pp.4-5).

Timperley (et al.'s 2007) definition of teacher professional development is based on a systematic coherent and integrated quality of beliefs and values controlled by the EFL teachers which can help raise own awareness and provide vision toward improvements in EFL teacher professional development.

2.3.1 The Relevance of raising motivation to advance EFL teachers' instructional practices at higher education in Macedonia

Like any other area of expertise, teaching is a source of vast storage of knowledge. The EFL teacher quality is fundamental in raising the quality of education (Jochems, 2007, Day, 1999). Hence, the teacher reform is crucial in innovation usage toward success (Duffee & Aikenhead, 1992). At this instant, considerable endeavor is required toward a real professional.

With the evolution of EFL teaching pedagogy, to foster student motivation in acquiring knowledge, teachers need to advance ways of instructional practices to accomplish delivering knowledge effectively. Thus, the need for instructional reform in teaching practices is necessarily improving quality and therefore offering best practices possible.

Correspondingly EFL teaching instructional improvement, scholars suggest involving in professional development agenda to enable teachers to reflect in their own present beliefs and practices to support raising motivation through improved teaching approaches at higher education.

This PhD focuses on the issues of the endeavor of advancing the EFL instructional practices offering new methods which will impact teachers' actual beliefs and practice positively.

Regarding to the most compelling evidence that EFL teachers are in charge of their professional apt and they carry on the instant of engaging in what Dörnyei (2006) terms a "motivational teaching practice", raising awareness of the teacher's role in conveying a productive outcome is crucial to desired success.

In comparison of a focus on specific teacher practices in a certain routine with limited motivational strategies, professional development agenda would affect challenge teachers' cognitions to promote significant change in teachers' classroom practice.

Since the process of acquisition does not only depend on students' cognitive apt but also might be altered by the affection of numerous motivational factors, EFL teacher involvement in change set to perspectives of encourage self-reflecting by promoting opportunities for new approaches and encourage continuous professional development consequently result in enhancement of motivational instructional practices.

The matter of fact is that the teacher quality plays crucial means in fruitful learner outcome, hence being actively involved in professional learning throughout entire career - life is undoubtedly relevant factor in raising motivation to advance EFL teachers' instructional practices at higher education in Macedonia. With attention of instructionally-focused effective professional development, in essence should give priority to subject content pedagogy along with student learning achievements.

The key argument of the teacher professional quality is to present training intensity over which will form the ground to further development of teaching skills which will contribute to the flexibility to experiment with and move forward 'innovative instructional practices'. At this instant it is necessarily for the EFL teachers to master perfectly good the subject content to manage engaging learners in a broader extend of instructional strategies (King & Newmann, 2004). Moreover, researches regarding in a effective professional development focus on subject area content and its usage in practice (Lambert, Wallach, & Ramsey, 2007; Lieberman & Pointer Mace, 2008; Porter, et al., 2003; Mundry, 2005; NSDC, 2009b), in the ultimate goal of advancing EFL teachers' instructional practices at higher education as best solution possible proved to engage in Reflection as initial step to raise learner motivation.

The relevance of advancing EFL teachers' instructional practices is due to the power of motivation in using additional sources to bring in function to the maximum the professional capacity prior to fully reaching the desired goal. Advance is a term which in context refers change. Change is a process of own recognition of improvement in one's own professional practice. The matter of intensity of effective - reflective practice enhances self - critical

evaluation and therefore encouragement to stimulate starting over change and improvement toward much more advanced EFL instructional practices.

The reflective practice(s) commitment requires exclusive endeavor in providing learners with motivation to engage in particular proceeding in order to achieve results. Moreover, the EFL teacher practitioner abilities to manage with higher efforts and responsibilities might lead to skillfully facilitating teacher learning progress responding mix – level student needs. Hence, EFL teacher opportunities to offer prevailing experience of various approaches can influence student demands encouraging teachers' learning through experience.

Concentration should be marked in raising motivation since as Tomlinson and Javrus (2012) claimed that "Student potential is like an iceberg – most of it is obscured from view – and that high trust, high expectations, and a high support environment will reveal in time what's hidden" (p. 33). Therefore, the EFL teachers' challenges to manage developing instructional practices consist of "actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation" (Burden, 2006, p.4).

Perceiving the gap to overpass toward achieving EFL learner academic goals the EFL teacher task to administer supporting instructional practices to FL learners' fundamental needs enhancing critical knowledge usage experiencing broader scope.

One of the most influential and among first researches to examine the role of teachers' belief was Richards (1991) on labeling teachers' maxims, (Burns, 1992; Kern, 1995; Woods, 1996) which will grant EFL learners entry to a more broader scope of standards function as "rules for best behavior" (p. 286).

According to Richards et al (1991) teachers' beliefs derive from numerous causes:

- (1) teachers' own understanding as language learners
- (2) their experience and expectations of what works well
- (3) traditional teaching practice
- (4) good personal characteristics and qualities
- (5) educational based or research-based principles
- (6) and principles derived from an approach or methods" (p.30-31).

Moreover, Richardson (1996) stresses the relevance of the alteration of EFL teacher beliefs developing to more effective practices through personal interest to pursuit effective teacher-student relations. On the basis of their belief systems, Richards concludes, teachers develop a set of personal principles. These principles help teachers to take responsibilities and implement plans and principles which “function as maxims which guide the teachers’ actions (p. 286).

Hence, there has been identified eight maxims as follow:

- (1) “Involvement: Follow the students” interests to maintain their involvement;
- (2) Planning: Plan teaching and try to follow the plan;
- (3) Order: Maintain order and discipline throughout the lesson;
- (4) Encouragement: Seek ways to encourage student learning;
- (5) Accuracy: Work for accurate student output;
- (6) Efficiency: Make the most efficient use of class time;
- (7) Conformity: Make sure the teaching follows the prescribed methods; and
- (8) Empowerment: Give the students control. “ (Richardson 1996, p. 286)

Since EFL teacher occasionally are unable to practice their plans constructively they adjust maxims during teaching practice. Hence, Richards (1996) supports the idea that maxims are result of their individual teaching practices which “reflect teachers’ individual philosophies of teaching, developed from their experience of teaching and learning, their teacher education experiences, and from their own personal beliefs and value systems” (p. 293), which is relevant in raising motivation and therefore instructional practices at higher education.

2.3.2 Challenges of knowledge management developing reflective practice

The fact that tensions concerning the actual demands mark the need of endeavors to develop reflective practice aiming academic achievement, teacher education is the crucial key for a real reform happen, which is significant in EF learners mixed level classes at higher education settings. One of the teacher roles which in the language of scholars is widely recognized as “Reflection” The concept of Reflection has been defined as: “...an activity in which people recapture their experience, think about it, mull over it and evaluate it.” (Boud, Keogh and

Walker (1985)“...through reflection and analysis we strive to understand the experience.”
(Moon 1993, p.23) .

In effect of enhancing motivation, as one of the most concerning issues at higher education speaking in general, the endeavor forward teaching quality has reshaped the idea to improving quality (Harvey & Newton, 2004). Hence, supporting teachers to rise self-autonomy to easily adopt and become practitioners which will best meet the language Ls needs and administer worthwhile opportunities to learn.

A component of the changeover passage consist the challenge of developing the actual knowledge in an ongoing process of experiences which reflects in a numerous ways the steps to higher stages of the transformation tendencies forward professionalism.

One of the elements to be considered includes the challenge of developing the prior knowledge and processing knowledge by numerous transformation modes,(Beijaard et al., and 2004). For instance, starting from the approach of transferring knowledge, the theoretical discourse might be delivered in multi dimensional modes and approaches which involve (1) the dynamics of the formation of identity, (2) the determining role of the broader social context, and last but not least, (3) the role of the discourse in its construction and constant negotiation (Varghese et al., 2005).

2.3.2.1 The effects of reflective practice in knowledge management

One of the most compelling visible attitudes of teachers'knowledge is the management of knowledge into effective instructional practices. In order to identify the significant approaches of achieving effective learning results scholarshave analysed and decoded the concept of knowledge appear into two forms: content knowledge (what toteach) and pedagogical knowledge (how to teach).

The content knowledge as one of the essential and initial unit of teaching drives to further step which is how to use and reproduce in best way possible.

For instance, Shulman (1986) claimed that:

teachers need to find “the most useful forms of representation of [the subject area's] ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others (pp.9-10).

Alexander (et. Al. 1991) points out that “content knowledge attributes personal stock of information, skills, experiences, beliefs, and memories” connected with “anything the individual holds that helps him or her fulfil the role of teacher” (p.317).

Gunstone (1999) in addition, marked the many shapes content knowledge can take by : “professional coursework, teaching experience, disciplinary knowledge, apprenticeship of observation derived from time spent in school, personal characteristics, frequency, nature of reflection, and the school context” (pp.391-392). Goettsch et al (2000) asserts that each unit of the teacher knowledge is “melted together in complex and indeed inextricable ways to produce multifaceted, holistic accounts of, and actions in, language teaching” (p.461). In the other side, Pedagogical Knowledge as a further step to take in account for interpreting and producing knowledge in best mode possible was also one of the analysis concern of scholars and researches. For instance, Giroux and Simon (1988) stated that pedagogy does not only cover “the integration of curriculum content, classroom strategies and techniques, a time and space for the practice of those strategies, and evaluation purposes and methods.” but it “organises a view of, and specifies particular versions of what knowledge is of most worth, in what direction we should need, what it means to know something, and how we might construct representations of ourselves, others, and the world” (pp.11-13).

According to Elbaz (1983) teacher’s pedagogy “encompasses first hand experience of students’ learning styles, interests, needs, strengths and difficulties, and a repertoire of instructional techniques and classroom management skills” (p.5-7). Additionally, Grossman (1990) definition about Pedagogical Knowledge as “deep knowledge about the processes and practices or methods of teaching and learning and how it encompasses, among other things, overall educational purposes, values and aims”. Indeed the mode of knowledge that is involved in all

issues of student learning, classroom management, lesson plan development and implementation, and student evaluation. It includes knowledge about techniques or methods to be used in the classroom, the nature of the target audience and strategies for evaluating student understanding (pp.212-213).

Randall and Thornton (2001) marked the teacher's awareness to set: "the goal of teaching is to promote learning; teachers need to be aware of the centrality of learners and how teacher behaviour will affect individual learners" (p.55). Tsui (2003) suggested that: "teachers' knowledge must be understood in terms of the way they respond to the contexts of their work, and this in turn shapes the contexts in which their knowledge is developed" (p.2).

Ball et al (2008) reported that teachers' knowledge of learners needs to include: "Knowledge about how students think, what tends to confuse, what they find interesting and motivating, what is easy and what is hard", as well as the ability to "hear and interpret students' emerging and incomplete thinking as expressed in the ways that pupils use language" (p.402). Desimone (2009) on the other hand, defined the learning curriculum as "horizon knowledge" about how the subject matter in the current grade's curriculum will be developed as the students progress into higher grades, as well as what they have already learned in earlier grades" (p.189). At this instance, the challenge among mix level of experiences may develop depending on a knowledge management effected by reflective practices so far.

Reflective practice as a competency to engage persistently in utilitarian principles and investigate everyday practices reflectively supports continuously teacher professional development on account of best EFL teaching outcome possible. However, chances of success are strongly related to EFL teacher's enthusiasm to embrace possibilities to change. Zeichner & Liston assert that "reflection is not a procedure that can be taught but rather a holistic orientation to teaching that can be helped to acquire". (1996, p.10). Certainly, Reflective Instructional Practices support EFL teachers at higher education toward professional development and therefore be effective in responding carefully to learner's needs followed by careful implementation of new skills and techniques.

Indeed, the Reflective practice stimulates teachers to be flexible toward learners' needs and capacities; notably reflective learning endorses learners creatively to their own prior knowledge in the long run benefits consisting of accomplishment -based experience, evolving metacognition and aggregating knowledge toward constant productive progress. Finally, the EFL higher education teacher, particularly by observing and reflecting on the outcome and by applying reflective practices in the classroom, enhances learner motivation. To come up with new opportunities and manage the practical learning techniques adequately, learners will surely have many possible choices to think reflectively on their own capacities to learn a foreign language accordingly their actual practices and therefore be much more creative.

2.3.2.2 EFL teachers' challenges at Higher education

Higher educational institutions in Macedonia often strive to create opportunities that do not match learners' aspirations. Generally, higher education endeavor is to guarantee learners accomplishment, providing experiences to a greater significance toward graduation. Indeed, learning approaches at higher education should review, identify and meet learners' aspirations and expectations as well.

Although EFL Teachers at higher education challenge numerous daily decisive options in whether what to choose in using appropriate teaching techniques, tools and sources to be encouraging and as much effective as possible, some choices may not fit at certain occasions so the EFL teacher may implement with flexibility immediate optional decisions.

With regard to optional decisions expanding progress, consist of numerous choices which might be uncontrollable, often left un-reviewed and not addressed adequately. Hence, a peculiar thinking needs to fit updated standards in combination with well – arranged professional learning goals toward academic achievement at higher education setting.

A concentration to best practice standards choices is essential for EFL teachers to transfer meaningful ideas and practices as primary source of knowledge to their learners.

The teaching pedagogy and teaching principle management are influenced by teachers' beliefs which result in compelling implications to educational changes and therefore teacher development. The focal length of this PhD lens seek for the interconnections between teachers'

beliefs, their instructional practices and professional development, investigating the extent to which the introduction of innovative teaching approaches influence teachers' beliefs and behavior.

Presenting the absolutely necessary theories with appropriate instructional teaching methods many times proved to be challenging for EFL teachers at higher education. At this instance, to make available best practices EFL classes which result in effective teaching - learning process, necessarily teachers are expected to search ways to engage in Continuous Professional Development as initial part of self- improvement.

Teacher Development as a process refers self critical and demanding from learning itself through intentional learning and approaches. The knowledge from our experience as learners and teachers at higher education brings about the strength to become a self - critical learner and perceive ways that lead in instructional improvement. Hence the concept knowledge can be understood as content:

Information, skills, perspectives, facts, ways of knowing . . . valued because it is accepted within the traditions of knowledge (Berlak & Berlak, 1981, p. 145). Knowledge as “bodies of information, codified facts, theories,[and] generalizations (p. 147).

The result or achievement toward which effort is directed through continuous Professional Development is to extend instructional approaches continuously incorporating essential knowledge, combine or produce a larger unit of knowledge into practice, and reshape instructional practices over time. In order to these EFL teacher 's challenges aiming academic achievement at higher education facilitate the progress of teacher professional learning set of organizational activities, should match teaching input into numerous continuous professional teaching opportunities.

To meet this goal, EFL learner at higher education should be supported henceforth to: Develop autonomous thinking in order to acquire, process and interpret knowledge

independently specifically to develop critical thinking and be flexible toward diverse perceived knowledge of others (Mezirow, 1997)

Concerned with the process of perceiving challenges aiming academic improvement should address self-directed learners and autonomous thinkers. Thus, to prosperously serve each and every EFL learner, professional learning opportunities should imply to explicit continuous EFL teachers' input forthright teaching quality improvement. (Kelleher, 2003; Knight, 2007) Moreover professional learning should include opportunities for teachers to integrate knowledge with everyday life situation examples. (Englert & Tarrant, 1995) on account of implementing and maintaining explicitly embedded practices through multiple opportunities associated with attractive contexts.

2.4 Reflective Learning theories about teaching practices

The idea of teacher involvement in the process of evaluation is the initial step to accept the fact that teachers need to grow professionally. Reviewing the literature on account of this PhD thesis was to revise previous scholar theories in the interest of coming up updated teaching practices in the context of incorporating essential learning theory approaches into teaching practices.

The literature review that follows consider reflection as relevant toward EFL teacher prospers professionally as a result of improvement outcome.

Among the first scholars to talk about reflection was Dewey (1933) with his theory on thinking as “[Reflective thinking is] active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends”. Furthermore, Schon’s (1987) developed his theory of the reflective teaching practice emphasizing a state of continuous process of applying knowledge to practice, in particular developing teacher own personality.

Schön’s (1987) view of theory of reflection has been considered appropriate logical form of development which appear as knowing in action – a practice through reflection-in-action describing as a process “we think critically about the thinking that got us into this opportunity; and we may, in the process, restructure strategies of action, understandings of phenomena or

ways of framing problems” (p. 28) on account of expanding entire stock of skills, techniques used in teaching EFL practices. Richards (1996) definition of reflection or “critical reflection” refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose.”

Gibbs’ (1988) reflective practice proposes teachers to critically develop by self-assess their own experience. Hopkins and Antes (1990) showed regard in action research as operational instrument for curriculum upgrade on account of EFL teaching practice improvement. Wallace (1996) asserts that "it is normal for teachers, from time to time, to informally evaluate various aspects of their professional expertise" (p. 292). Jasper (2003) identified the reflective teaching practice with maintaining relation of independent autonomous improvement result of individual reaction forward professional growth. Farrell (2007) outlines the awareness of current self practices which lead to “changing their levels of awareness of their current practices so that they can articulate their current practice” (p. 7) boosting better than actual practices so far (Farrell, 2007).

Benson (2011), gives priority to teachers control and responsibility, saying that “having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process, and exploring the freedom that this confers” (p.179), which results in “a professional capacity connected to the ability to control the processes involved in teaching and to the ability to control one’s own development as a teacher” (p. 189).

2.4.1 Multidimensional attributes of reflection practices

In spite of the fact that reflection has been a known concept concerning professional development, by all means it has not been considered with satisfactory attention (Huimin, 2010). EFL teacher Professional development flux tendency concern teacher learning in term of teacher changeto broaden innovation on the account of desirable learner outcome.

Dewey’s (1933) Reflection ‘in’ and ‘on’ practice was among the first scholars to discover

a significant functional mode of thinking considering it as a core issue to precisely question an experience. Dewey conceptualising reflection initiated from a single habitual experience toward reflection on it critically emphasizing the detail of learning from own practice.

Influences Dewey's ideas provided a support of 'reflective practice' which build upon the Schon's (1983) unfold of ideas, specifically 'The reflective practitioner: how professionals think in action'. Schon major concern was to determine EFL teachers critically reflect on their knowledge and help forward a process of transferring knowledge implicitly.

Schon's (1993) theory of the reflective teaching practices marks a state of continuous process of applying knowledge to practice in particular developing teacher own personality.

In terms of scholars' point of view are identified three major types of reflective practice. The first describes classroom teaching practice, named by Schön (1987) as reflection-in-action which occur "in the midst of action without interrupting it" and during the action-present, "we can still make a difference to the situation at hand" because "our thinking serves to reshape what we are doing while we are doing it" (Schön, 1987, p.26).

Secondly, Schön's (1987) reflection-on-action describes the action after classes and the third, according to Farrell (2007) reflection-for-action marks the future decisions of teachers and their actions in practice. In spite of teachers' apt "to frame problems based on prior experience", reflection for action, according to Farrell (2007) is influenced by "some kind of metacognition" (p.5) which includes self-regulation tools, such as self-monitoring, self-planning and self-evaluating, and cognitive mechanisms include the use of tools needed for problem solving (Hoffman-Kipp et al, 2003). Although the teaching course operation characterises with own unique, opportunities and limitations the practice of Reflective teaching confront multiple implications of aiming improving EFL teaching practice outcome progress, the ultimate goal of reflection is development toward new perspectives.

2.4.1.1 Reflection as a process

With the intention of self – analyzing teaching practices lays the attribute of EFL teacher individual attention to consider critically assessing process proceedings. By process we

understand various activities to achieve a result which is an essential personal operation in which practitioners contribute in their own professional growth (Reynolds and Vince, 2004)

Correspondingly justifiable reflective practice used to meet increased requirements for professional development, the EFL teacher practitioner need to consider their own practice self-evaluation. Experiencing the reflection as explicit process the EFL teacher would recognize the discrepancies teacher – learner interactions through the endeavor of English language learning process. Learning as the process of identifying essential qualities might be interpreted differently according to the diverse ways of EFL teachers' abilities to give meaning and sense of understanding the curriculum by using sharply the instructional practices with powerful effect.

The reputation of learning as a process lies in the perspective of EFL teachers to set and interpret experiences as mode of making it available to be alert that both teachers and learners are likely to process and produce differently experiences. Mezirow (1992) states that "reflection is generally used as a synonym for higher-order mental processes" (p.5) moreover, Boud, Keogh, and Walker 1985, refer to reflection as "a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation." (p.3)

Higher education is forward potential regeneration of standards with attention to engage EFL learners' changes in the process of reflection in terms of encouraging, performing and transforming knowledge in a more productive mode.

According to Harvey and Knight:

" if higher education is to play an effective role then it must focus its attention on the transformative process of learning...To be an effective transformative process, higher education must itself be transformed... so that it produces transformative agents: critical reflective learners able to cope with a rapidly changing world.(Harvey and Knight, 1996:viii)

Professional development processes interest lays in the general fact of achieving satisfactory goals. Surely, the reflection is considered as highly effective process in comparison with the traditional practice of professional development. EFL learners are encouraged to contemplate the knowledge transfer in which they are committed as a process. Hence the reconstruction of teaching – learning connection alters to much more easy process to acquire. (Harvey and Knight, 1996, p. 10)

To emphasize the reflective practice as a professional development process, it has been discussed and argued by researchers as a strategy to effective connection of instructional practices that encourage awareness of EFL teachers at higher education to get involved in the process of change forward professional development.

The literature on reflective practice processes are numerous. For example Smyth's (1989) process contains teachers' questions as follow:

- 1." Describe ... what do I do?
2. Inform what does this mean?
3. Confront ... how did I come to be like this?
4. Reconstruct ... how might I do things differently?" (p. 5-6)

Reynolds (1998), suggests four characteristics of teacher reflection:

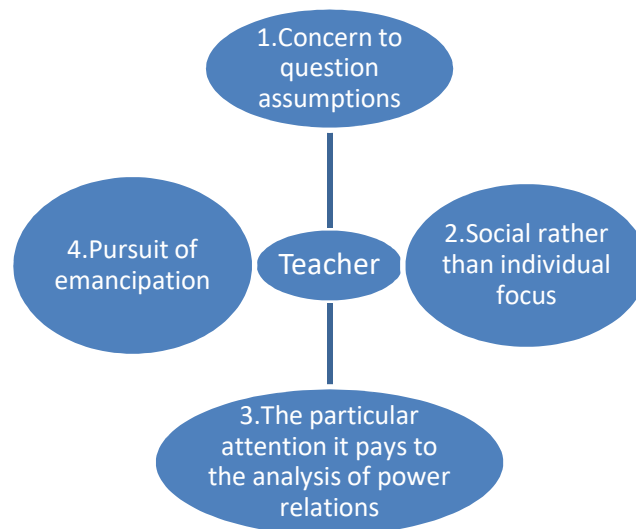


Figure 3: Four characteristics of teacher reflection (Adopted from Reynolds 1998, p.189)

Reynolds (1998) asserts that teachers who manage to question assumption in a wider context and focus deeply on social concern they would successfully administer instructional teaching practices. Zeichner and Liston (1996) divided Schons' two concepts into 5 dimensions of reflective teaching. They maintain the fact that teachers during their career need to reflect on multi - dimensional perceptions as follow:

1. Rapid reflection	immediate and automatic reflection-in-action
2. Repair	thoughtful reflection-in-action
3. Review	less formal reflection-on-action at a particular point intime
4. Research	more systematic reflection-on-action over a period of time
5.Retheorizing and reformulating	long-term reflection-on-action informed by public academic theories

Table 2. Dimensions of reflections - Adopted from Zeichner and Liston 1996, p.47

Zeichner and Liston (1996) state that reflection

It is a holistic way of meeting and responding to problems, a way of being as a teacher. Reflective action is also a processthat involves more than logical and rational problem-solving processes. Reflection involves intuition, emotion, and passion and is notsomething that can be neatly packaged as a set of techniques for teachers to use'' (p. 9).

Brookfield (1995) suggests that teachers can beinvolved in the process of critical reflection through the following four aspects:

- 1) "the autobiographical,
- 2) the students' eyes,
- 3) our colleagues' experiences, and
- 4) theoretical literature'', (Brookfield 1995, p.29)

Brookfield suggests that teachers who go through the process of critical reflection are distinguished by individual quality to further analysis which involves inquiry towards modifying practice in order to provide quality teaching. Hence, Jay and Johnson (2002) point out that, “the process is not as linear as the typology might suggest; rather, it involves contemplation, inspiration, and experience. Reflection should not be constrained to a formula, but allowed to evolve in its own loops and leaps over time” (p. 80). Notably this PhD thesis will examine and analyse whether EFL teacher instructional practices occur continuously and give general reasons how reflection convey professional development.

2.4.1.2 The benefits of Reflection

EFL teachers at Higher education Macedonia are increasingly concerned inactively looking for curriculum design to make a difference, perceive benefits and provide quality learning. “Recently there has been a slow but perceptible shift in our thinking about the role of reflective practice, away from being only about problem finding, problem solving and getting rid of ‘unwanted’ aspects of current practice” (Ghaye 2011, p. 10). Scholars have recently focused on instructional practices involvement directions that have a greater impact, with the interest to offer learners further opportunities. Moreover, reflection center of attraction analysis on its negative context conveys concentration on problem solution about own EFL practice.

Since at times “confrontation resulting from engagement in reflective practices is not always comfortable” (Day 1999, p.40), the power of reflection is to make EFL teachers feel stressed, and weak, at the same time the opposite affect which is concentration of the attention toward renewing strategies that might give sense of their improvement quality and professional growth as well. In both instances, there is indication of greater and brighter level of intensity that EFL teacher reflection after effect is improved teacher quality.

Tremmel (1993) argues that, “questions can be raised about whether solving problems should be considered an inherent characteristic of reflection” (p. 35). Whereas Korthagen and Vasalos (2010) claim that “through negative emotions about their experiences, people tend to move into a kind of ‘tunnel thinking’” (p. 537). They acknowledge the importance of focusing on one’s

strengths and the bright side of reflection, they also point out the handicap of only focusing on positive aspects, notably “our analysis led to the insight that a focus on strengths alone is not sufficient, but that what is needed is cognitive, emotional and motivational awareness of both one’s strengths, and of one’s inner obstacles to the actualisation of one’s strengths” (p.538).

Janssen, et al.(2008) emphasizes EFL teacher’ positive experiences caused by reflection which : “might put them on the route to optimal development because they strike a balance between innovation and routines.(Janssen, deHullu, & Tigelaar, 2008, p.126) resulting “productive disequilibrium” in teacher development: “learn to embrace, not to fear change and discomfort ” (Cook 2012,p. 289).

This PhD will critically examine the participants’ reflection in terms of how will lead to their development.

2.4.1.3 The image of reflection as effective approach

Recently, the EFL teachers’ reflection at higher education has raised considerable debate. As much of significance, the idea of teacher instructional practice change throughout learning process, forward settling the agenda, and shaping it on account of reflection, seem to be characterized by a very sensible context. For instance, Ferraro (2000), in *Reflective PD and Change in Teachers’ Instructional Practice* emphasized the image of reflection as relevant means in teaching practices. Reinforcing the Schon’ (1996) statement that “reflective practice involves thoughtfully considering one’s own experiences in applying knowledge to practice while being coached by professionals in discipline” (p. 2). In addition marks the powerful means of building unique image in each EFL teacher’s own experience. It is essential to mention the prosperity can provide reflective practices toward the process of EFL teacher professional development in view of their fruitful co - relation dimensions with L2 learners.

Hiebert and Morris (2012) give reason of justifying teachers approach to learn through reflection, henceforth they argue about creating opportunities to teachers so they reconsider improvement of principles and skills. An alternative model of teacher change by Guskey (2002) marks that “significant change in teachers’ attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning” (p. 383) Reexamining “what attracts teachers to

professional development, therefore, is their belief that it will expand their knowledge and skills, contribute to their own growth, and enhance their effectiveness with students” (p. 382). Guskey (2002) presents a professional development based model program due to “systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students” (p. 381) emphasizing the relevance of learner involvement in the process.

Furthermore, he distinguished three principles which will lead reflective practitioners to success: “1) recognize that change is a gradual and difficult process for teachers; 2) ensure that teachers receive regular feedback on student learning progress; and 3) provide continued follow-up, support and pressure” (p. 388) prior to, “careful attention to the order of change events described in this model is likely not only to facilitate change-making, but also to contribute to the endurance of change” (p. 389).

Other scholars, such as Elmore and Burney (1999) recognized the “use of professional development to mobilise knowledge in the service of system wide instructional improvement” (p. 264) describing the image of reflection as effective approach as: it focused on concrete classroom applications of general ideas; it exposes teachers to actual practice rather than to descriptions of practice; it offers opportunities for observation, critique and reflection; it provides opportunities for group support and collaboration; and it involves deliberate evaluation and feedback by skilled practitioners with expertise about good teaching. (p. 263).

On the other hand, forthwith Ingvarson, Meiers, and Beavis (2005) acquirement for the “effects of structural and process features of professional development programmes on teacher’s knowledge, practice and efficacy” (p. 2), claim that “the quality of impact of a program should not only be measured in terms of whether it meets the developers’ objectives, but also in terms of the extent to which the programme moves teachers’ practices towards those associated with research-based standards for effective teaching” (p. 10).

In other words, to emphas reflection as an effective approach supported by an alternative PD model for teacher change, highlight the higher education need of teachers’ instructional practices change described by (Elmore and Burney, 1999; Ingvarson, et al., 2005) and the

characteristics of successful PD (Elmore and Burney, 1999; Guskey, 2002; Ingvarson et al., 2005) assert.

2.5 Re – defining EFL teacher professional Learning

As a result of perceiving everyday challenges to carry out the quality of teaching through professional development, EFL teaching instructional practices effects maintain being the crucial concern. As long as development of knowledge strives to get through constant change “the goal of education is the facilitation of change and learning” (Rogers 1983, p.120).

With the intention of growing professionally, through teachers’ person-centred style of taking responsibilities, gaining personal qualities and habitual principles, each and every EFL teachers’ attempt of achievement gets empowered by “freedom, life and the opportunity to learn” (Rogers 1983, p.133). Therefore the inclination to embrace change “results in improvements in teachers’ knowledge and instructional practice, as well as improved student learning outcomes” (Yoon, et. al. 2007, p.3) in terms of setting forth the concept of EFL teacher professional learning. Reflection in the practice settings, considering limited approaches at higher education conveys diverse connotations “Unless teachers develop the practice of critical reflection, they stay trapped in unexamined judgments, interpretations, assumptions, and expectations. Approaching teaching as a reflective practitioner involves fusing personal beliefs and values into a professional identity” (Larrivee, 2000, p.293). Scholars keep claiming the necessity of a stimulus awareness involvement “that goes on in higher education justifies the label “higher” precisely because it refers to a state of mind over and above the conventional recipe or factual learning”(Barnett, 1990, p.149) which will enhance both EFL teachers and learners, to engage in critical reflection (Barnett, 1990). A number of models of reflection have been advanced in different fields of professional practice and education. In the following section we are going to present the models developed toward the ideal desired achievement outcome.

2.5.1 Reflective models on professional development

Recently, an inherent part of higher education concern is to raise the quality of teaching which is closely connected with suggestions of teaching instructional improvement and professional development. Perspectives for updated quality provide research impact on teaching instructional improvement and professional development to practice learning styles which identify diverse learners' needs. Educational researchers have developed models in order to improve and develop EFL teacher professionally. In the following we are going to present the models developed by researchers toward the ideal desired achievement outcome.

John Dewey (1933) Reflective Model:

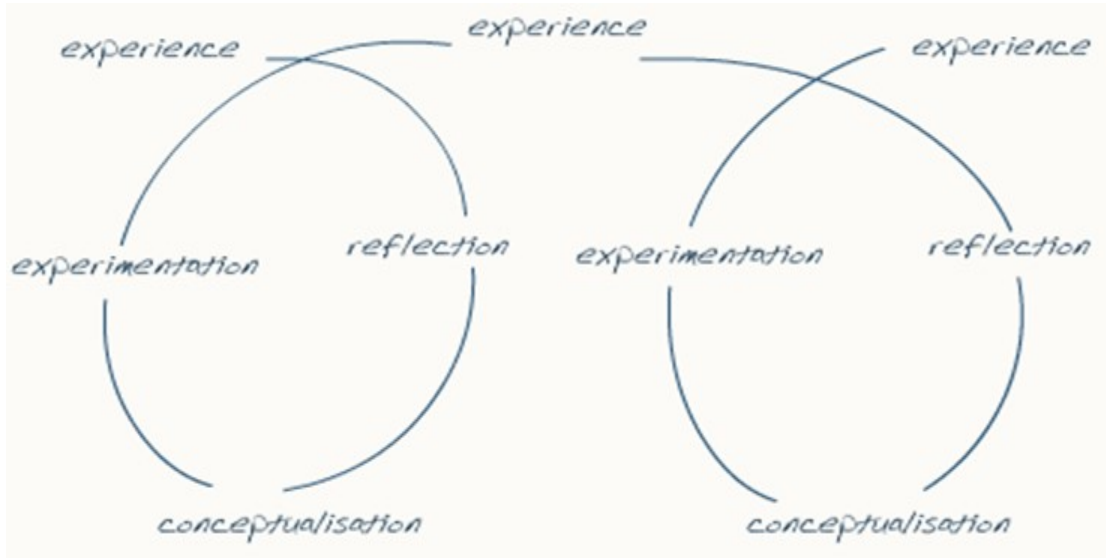


Figure 4. Reflective Model (Adopted from Dewey 1933)

Dewey (1933) established great attention with the idea of reflective thought as important element in a spiral cycle that enables teachers to learn from experience. Based on the problems

during the experience, Dewey (1933) argued, the possible solutions an EFL teacher might solve by own self. Namely, with regard to professional development in a learning cycle Dewey (1933) believed that teachers develop their knowledge and practices accordingly contemporary experiences in long - term setting which allow EFL learners a sustained professional growth.

Kolb's Cycle of Reflective Model:

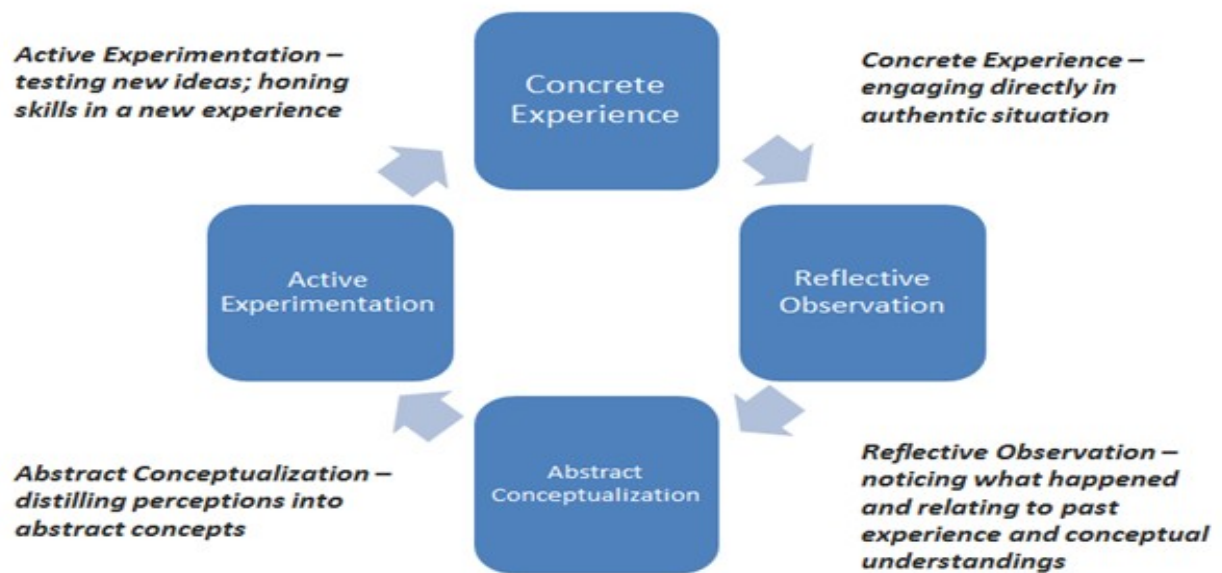


Figure 5. Adopted from Kolb's model of reflection, (1971, p.28, et.al 1984)

Concrete experience (CE):

“Ability to involve oneself fully, openly, and without bias in new experiences”

Reflective observation (RO):

“Ability to reflect on and observe their experiences from many perspectives”

Abstract conceptualization (AC):

“Ability to create concepts that integrate their observations into logically sound theories”

Active experimentation (AE):

“Ability to use these theories to make decisions and solve problems”

David Kolb's Experiential Learning (1984) is a four-stage model considered as one of the most advantageous proposed approaches concerning higher education. Relating the multi learning mode, it is thought to overcome various difficulties which might appear at higher education settings. To Kolb, learning is a holistic "process whereby knowledge is created through the transformation of experience" (Kolb 1984, p.41)

Kolb states that each of the phases of the model is a "different form of adaptation to reality" or a "learning mode" (Kolb et al. 1971, p.28).

Hence, each learner has to go through every phase of the model in order to be effective and

They must be able to involve themselves fully, openly and without bias in new experiences (CE). They must be able to reflect on and observe their experiences from many perspectives (RO). They must be able to create concepts that integrate their observations into logically sound theories (AC) and they must be able to use these theories to make decisions and solve problems (AE). (Kolb 1984, p. 30)

Schön's (1983, 1987) Model of Reflection:

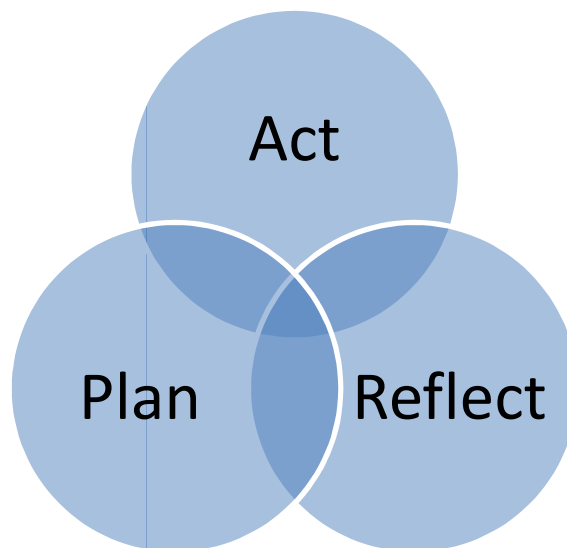


Figure 6. Adopted from Schön (1983, 1987)

One of the highest steps in importance to test the qualification of teacher practice principles was done by Donald Schon in 1983 and developed in 1987. Schön's filter of "professional artistry" (Schön, 1983, 1987) marks reflection as "kinds of competence practitioners sometimes display in unique, uncertain, and conflicted situations of practice" (Schön 1987, p.22) during the learning process. He claims that teachers can pass through three developing phases of their reflective activity. The first is 'knowing-in-action' which defines actions displayed in practice as determining the distinction between 'knowing-in-action' and 'knowledge-in-action'.

Reflection - in - action, is the process of knowledge transformation which happens while knowledge transfer and is usually combined with 'experiments' an EFL teacher brings in practice while experience. Furthermore he depicts the capacity of professionals' creativity considering about what they are doing identifying as 'knowledge-in-action'. Reflection - on - action involves reflecting on a particular experience, reviewing it and considering more possibilities to improve their practice. The third level of Schön's model suggests problem-solving reflection: which is "keeping the continuous rhythm of previous experience; Asserting that our reflection on our past reflection-in-action may indirectly influence in the structure of our future action". (Schön, 1987, p.31)

Korthagen et.al 2001 ALACT Model:

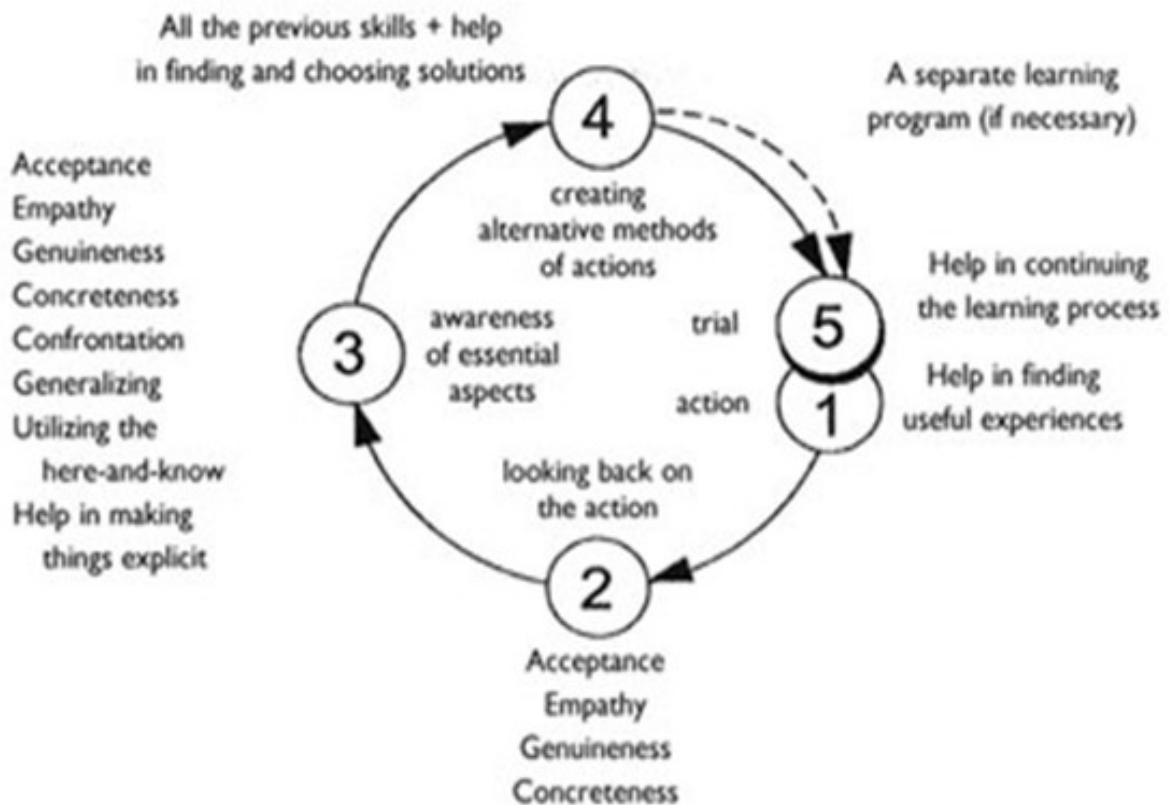


Figure 7. ALACT model adopted from Korthagen et.al 2001, p.130

The Korthagen (1985, et.al., 2001) ALACT model describes the ideal process of experiential learning as an alternation between action and reflection.

He distinguishes five phases in this process:

- 1) Action,
- 2) Looking back on the action,
- 3) Awareness of essential aspects,
- 4) Creating alternative methods of action, and
- 5) Trial, which itself is a new action and therefore the starting point of a new cycle (see figure 7).

This five phase model is called the *ALACT model* (after the first letters of the five phases).

In phase 2, the questions listed as follow can encourage concreteness in the reflective process:

0. What is the context?

1. What did you want?	5. What did the students want?
2. What did you do?	6. What did the students do?
3. What were you thinking?	7. What were the students thinking?
4. How did you feel?	8. How did the students feel?

Table 3. Concretizing questions for ALCT Model phase 2, Adopted from Korthagen et.al.2001

Considering the questions 1-8 going through both teachers and learners, finding absolute answers seem beyond the bounds of possibility. Hence, conceptual knowledge based on own EFL teacher perceptions is closely connected with concrete contexts. For instance: the effects of EFL teacher's actions sharply defined through the process bring the reflection into phase 3. In phase 3 theoretical principles are closely connected with certain needs an EFL teacher to undergo the reflection process.

Furthermore in the next phase the alternative approach made norms a choice to one or more possibilities based on concrete teaching settings, needs and interests. In summary, as a matter of EFL teacher education is more pragmatic based on objective experiences which lead to successful reflective approach.

Wallace (1991) Reflective Model:

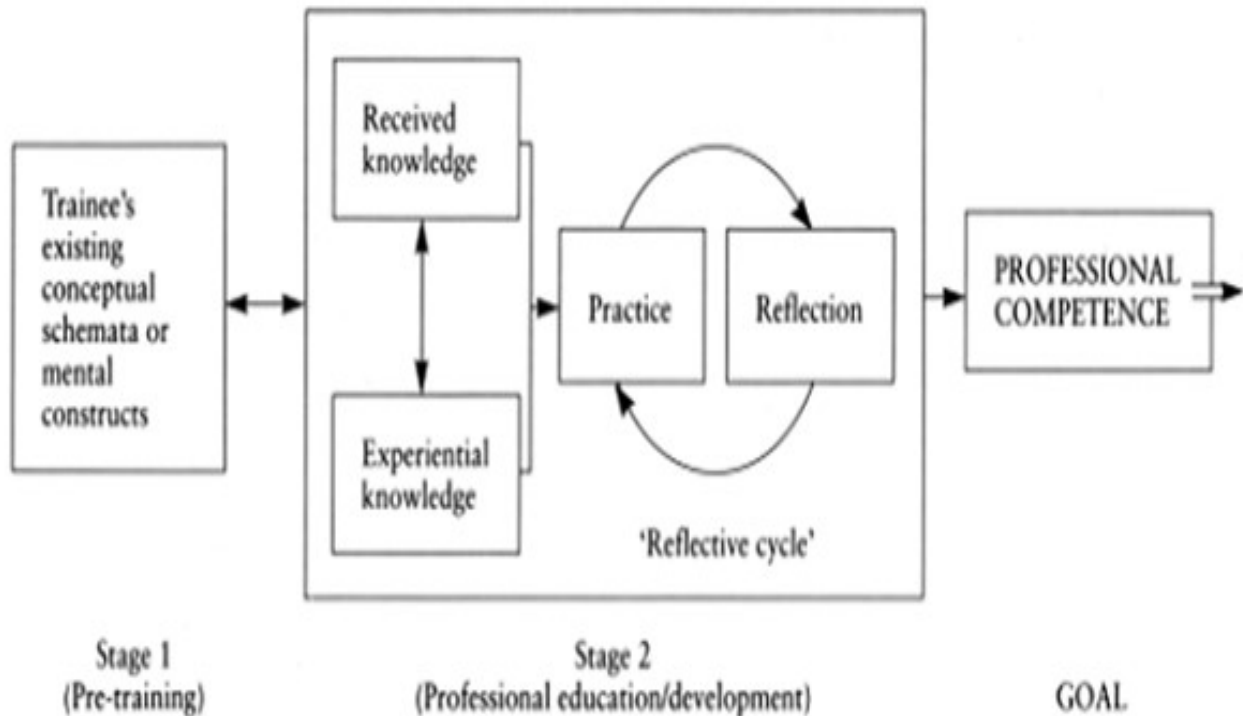


Figure 8. Reflective practice modes of professional educational development. Adopted from (Wallace, 1991 p.49)

Wallace (1991), introduces the reflective model as a cyclical process consisting two phases of knowledge: received and experiential in which EFL teachers may progress professionally by considering certain aspects of teaching performances based on previous experiences on account of more integrated and advanced EFL teaching practices. Wallace argues that "ways should be found of making the relationship (between received knowledge and experiential learning) reciprocal, not one-way, so that the trainee can reflect on the received knowledge in the light of classroom experience, and so that classroom experience can feed back into the received knowledge sessions" (1991, p.55).

Moreover, it's a model that may contribute to balance professional development through action research. Furthermore it makes teachers autonomous by enforcing the co – relation of the teaching process, its assessment and outcome of the course referring future action.

Additionally, Wallace (1990) claims that reflective practice modes of professional development in essence are suitable in encouraging teaching practices improvement.

Reflection theories concerning professional development have continuously been a primary topic of discussion by scholars. For example, Richards & Farrell (2005, p. 7) state that reflection is a “process of critical examination of experiences, a process that can lead to a better understanding of one’s practices and routines.” and therefore there are numerous aspects to engage in (Bransford, Brown et al. 1999; Richards and Farrell 2005). In the following the reproduced version by Richards & Farrell (2005, p. 14) outline the diverse aspects accessible for EFL teachers.

Individual	One-to-one	Group-based	Institutional
Self-monitoring	Peer coaching	Case studies	Workshops
Journal writing	Peer observation	Action research	Action research
Critical incidents	Critical friendships	Journal writing	Teacher support
Teaching portfolios	Action research	Teacher support	groups
Action research	Critical incidents	groups	
	Team teaching		

Table 4. Reflective aspects accessible for EFL teachers (Adopted from Richards & Farrell, 2005 (p.14),

Prior to each teacher commencing instructional practices, which may make advances addressing to self-monitoring, action research, and reflective journals; learning may develop between teachers from time to time by peer collaborations such as peer coaching, action research and team teaching. A good way to learn proved to be through teacher development programmes including teacher support/study groups; consultations with teacher assistants or participation in workshops to take advantage of experts’ group services.

Workshops are considered as beneficial opportunities to admit certain knowledge, which can be helpful in following good teaching practices such input with the favorable hands-on attainment practical practices as well as promote and support innovations (Richards and Farrell 2005).

2.6 The use of innovations in teaching practices

Like in many other professions, as well as in education there is reluctance to adopt new practices. Nevertheless, with the evolution in teaching methodologies, the education is affected to a large extent. Hence, nowadays learners evolve as well in response to be proficient and therefore apt of doing things in a contemporary and advanced way. Therefore, there is a generally recognized need for recognition in innovation of EFL teachers at higher education settings. Any innovation which tends to express assurance and expectation of making the EFL teachers' competence grow is likely to involve extra work which requires courage, endeavor and plenty of extra time. Since the teaching process is not that simple to handle, the possibility to attempt change or present an experimental approach might misinterpret the real EFL teacher commitment to learning itself. Considering the fact that EFL teachers cannot readily modify or cancel refined and mastered approaches so far, an innovation embrace refers to doubt-in the current EFL teachers' commitment. The EFL Teachers' power to select distinctive practices may portray as "the integration of action and thought" (Freeman, 1992, p. 1) referring the hesitation to changeover the "safe and familiar" to the "new and uncertain" (Gess-Newsome, 2001).

At this stage the notion of change indicates the possibility toward significant means which may impact experienced EFL teachers' improvement of instructional practices through Professional Development. Although PD programmes focal point lays in the support of sustainability of changes, it also aims to reach a goal by continuously making EFL teachers flexible in a long-term setting. With attention to keep changing through a process such as teaching EFL at higher education Macedonia seem to be a difficult task to accomplish though professional development program power does not promise a never-ending support.

Likewise, Clarke and Hollingsworth (2002), highlight six aspects of teacher change:

- 1) Change as training – change is something that is done to teachers; that is, teachers are “changed”.
- 2) Change as adaptation – teachers “change” in response to something; they adapt their practices to changed conditions.
- 3) Change as personal development – teachers “seek to change” in an attempt to improve their performance or develop additional skills or strategies.
- 4) Change for local reform – teachers “change something” for reasons of personal growth.
- 5) Change as systematic restructuring – teachers enact the “change policies” of the system.
- 6) Change as growth or learning – “teachers change inevitably through professional activity”; teachers are themselves learners who work in a learning community “(p. 948).

Although these six aspects of teacher change consist of multidimensional change suggestions, they meet at a common point which is the perspective forward teacher professional development. Innovation is a concept which refers to including something new and different within a process. It is a concept which attempts to make things different and more interesting as well. The necessity for innovation is highly stressed in EFL teacher performance at higher education Macedonia, which refers to a reform in instructional practices. Certainly change can be at times uncomfortable and challenging. Therefore, teaching and learning is influenced by numerous variables (Huberman & Miles, 1984; Fullan, 1985; Firestone & Corbett, 1987). With intention of breaking the routine, the innovation is more than necessary to keep occurring permanently. Following Kelly (1980), Rogers (1983) and Stoller (1994), Ellis (1997) label ten attributes of innovation, reproduced by Ellis (p. 29).

Attributes of Innovation

Attribute	Definition
Initial dissatisfaction	The level of dissatisfaction that teachers experience with some aspect of their existing teaching.
Feasibility	The extent to which the innovation is seen as implementable given the conditions in which teachers work.
Acceptability	The extent to which the innovation is seen as compatible with teachers' existing style and ideology.
Relevance	The extent to which the innovation is viewed as matching the needs of the teachers' students
Complexity	The extent to which the innovation is difficult or easy to grasp.
Explicitness	The extent to which the rationale for the innovation is clear and convincing.
Triability	The extent to which the innovation can be easily tried out in stages.
Observability	The extent to which the results of the innovation are visible to others.
Originality	The extent to which the teachers are required to demonstrate a high level of originality in order to implement the innovation (e.g. by preparing special materials).
Ownership	The extent to which teachers come to feel that they "possess" the innovation.

Table 5. Attributes of Innovation, Adopted from SLA Research and Language Teaching (Ellis, 1997 p.29)

On the other hand, Karavas-Doukas (1998) note that innovations involve changes at three levels if the innovation is to have an effect in the classroom and ultimately on students' learning, changes must occur at all three levels.,:

1. "change or revision of teaching materials, syllabi or curricula
2. changes in teacher behaviour, e.g. new techniques, approaches or activities
3. changes in beliefs and principles underlying the new materials or approaches". (p.28)

This need must be recognized at all levels of the system: by the adopters, who are responsible for the allocation of resources; the implementers, who carry out the policies set by the adopters; the suppliers, who provide the necessary resources, and the entrepreneur, who acts as the link between the participants and serves as a catalyst for change. At this instance, innovation in EFL instructional practices employ attention of broad alternativespectrum of ongoing development reform through the agenda of teaching EFL at higher education. The EFL teacher as a professional, in order to explicitly pay attention to educational innovation is relevant not only in the positive influence of professional development but in the improvement of instructional practices as well. Engagements such as on corporate learning, competency based education, natural learning indicatives, issue-driven strategies or/and design-orientated techniques may change significantly outcomes of student learning resulting alternative approaches teachers make in their instructional proceedings.

Recently, indications regarding professional developments are being noticeable more than ever. Proceedings on innovation of instructional teaching practices have emerged. One of the initial concerns is the agenda of EFL curricular development which is essential in teachers' commitment performance providing knowledge transfer in a different way of teaching methodology. To pursuit initiation of EFL teacher professional development would rather vantage if the innovation resulted to meet the teachers' needs. The agenda indeed supports challenging ideas and strategies toward aims and goals with learners. Therefore, "in the coming years, schools will be hit with a trio of potent reforms: teacher evaluations that will include student test scores, widespread adoption of higher academic standards, and the development of high stakes standardised tests aligned with these new standards". (Gulamhussein, 2013, p.1) Each of these reforms question effective current teacher performance and supports student improvement outcome by comparing the frequency of the progress. To point out the main interest is the continuous involvement of EFL teachers in adequate productive professional development. For "Development takes what is there as a

valuable starting point, not as something to be replaced, but a useful platform on which to build. To do so is to recognise not only that teachers do have valuable existing expertise but also that, if teachers are forced to choose, they will usually revert to their secure established ways of doing things. The metaphor of 'building on what is already there' is not, however, satisfactory because it suggests adding on something separate to what is there, something extra on top. The concept of development, in contrast, implies that whatever is added, whatever is new, will be integrated with what is there already, and will indeed grow from what is there." (McIntyre & Hagger, 1992 p. 271)

2.6.1 Higher education Sustainability of EFL teachers' change and their Professional Development through reflective practice

There is no doubt that the change of current teaching outlook is a vital aspect that leads to easily adopting innovative approaches to maintain L2 learners motivated and committed. Recently, the changing aspect of current EFL teaching practice at university level has had significant attention. While the far-reaching teachers' perspective of what forms a good teaching and the challenges may an EFL teacher face, would surely impact on changes teachers' practical performance in the classroom. There are new styles of instructional practice forthcoming to readjust and develop active learning with in-depth knowledge, well-structured, self reflection and coordination to be achieved a balance and synchronization between learner needs and EFL teacher flexibility based on their expanded knowledge.

Analysing the EFL teacher base knowledge, Richards (1996) emphasize two influential knowledge domains: teachers' perspective and teaching practice. One domain of knowledge relates to subject matter and curricular issues and how the content of the lesson can be presented in an effective and coherent way; on the other hand Eraut (1994) suggests teachers involve in professional development and learn through experience as "skilled behaviour," describing it as a "complex series of actions which has become so routinised through practice and experience that it is performed almost automatically" (p.111).

Since the tool to reshape form are EFL teachers itself, Guskey (1998) suggests they undergo a pilot innovation test on account of assuring if significant changes react to make a greater progress in learners outcomes. Moreover (Pennington 1995) highlights that teachers need to permanently be supported and engaged in critical reflection. Furthermore it is stressed that in order to settle the effect of change it is important to get into the sense of ownership (Kennedy 1987; Bailey 1992). Additionally, White (1987) highlights the crucial component each and every teacher experience this sense of owners in order to feed the idea of trust and responsibility towards successful implementation of innovation.

One of the perspectives of teacher development which is widely discussed is the concept of “transformative learning”. The developer of the concept Mezirow (2000) defines learning as transformative: “...process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action.” (p. 8)

Mezirow (2004), in his Theory of Transformational Learning, claim the necessity of reflection to realise the context of the difficulties over the process by transforming teaching practices. Therefore he states that: “Becoming aware of one’s own tacit assumptions and expectations and those of others allows one to assess their relevance for making an interpretation (Mezirow, 2000, p.4). In addition, Cranton (1996) argue about the relevance of transformative learning through professional development highlighting the professional development as a way to reconsider the reflective discourse during the routine of EFL teacher own practices. Moreover she asserts that reflective discourse enhances the learners to self evaluate critically own practices.

Mezirow believes that teachers in order to completely get involved and be successful learners they must have the following:

- 1) More accurate and complete information
- 2) Freedom from coercion and distorting self-deception
- 3) Openness to alternative points of view: empathy and concern about how others think and feel

- 4) The ability to weigh evidence and assess arguments objectively
- 5) Greater awareness of the context of ideas and, more critically, reflectiveness of assumptions, including their own
- 6) An equal opportunity to participate in the various roles of discourse
- 7) Willingness to seek understanding and agreement and to accept a resulting best judgment as a test of validity until new perspectives, evidence, or arguments are encountered and validated through discourse as yielding a better judgment (Mezirow, 2000, p. 13-14).

Although each and every teacher owns certain qualities such as prior knowledge, premises, beliefs, perspectives, aspirations and values, the teaching EFL practices are surely a distinctive aspect to point out indication on attributes. The implementation of new skills and techniques undoubtedly upgrade the perspectives, visions and expectations of an EFL teacher in his everyday practice and performance. The practice of reflective teaching seeks the connotation on the balance of all these multiplex qualities toward evolving teaching-learning practice so far. The concept of innovation usually is used to assert indication toward new pedagogical methods and creative teaching practices that differ from the traditional educational habits on account of the evidence to present new approaches by taking up a reform hence including extra resources in the EFL classroom. Generally, reflection is an innate continuous component which remains actively involved in everyday EFL teacher practices toward congregation of best and most efficient beneficial opportunities, explicitly sustaining positive enthusiasm, necessary extra input, productive administration approach and skillful instructional techniques accordingly to theory. Indeed, new teaching practices outcome assets the progress of individual understanding and therefore, has a simultaneously long-lasting result on the account of the advancement of skills and changes into multiplicity of learning methods. Hence, the teacher core issue point out on improving the quality of learning process ultimately in the EFL professional development.

2.7 Conclusion

In the field of teaching EFL, considering the vacuum facing theory and practice, teachers confront difficulties in adopting current skilled practices concerning teacher development obstacles. Teaching EFL in nowadays mixed - level classes is a dynamic process which is not an easy challenge to confront. The EFL Teacher education on the way to meet with actual increased requirements at higher education Macedonia finds itself in a critical contest status. They manage with ineffective efforts to influence and foster motivation in EFL curriculum; indeed the crucial valuable benefit to consider and the significant problem of instructional approach to prospect and move onward. An EFL teacher as the initial generator to start and keep the teaching process going forward serves as a vital influence instrument to transform self beliefs and implement changes while instructional practices which can be done only by reflection. Indeed, reflection practices relevance is to be identified appropriate advantageous opportunities and taken-for-granted assumptions. To engage continuously in reflective practices is a challenge that is pertinently demanding and stimulating to continuously fit in the puzzle of actual knowledge, preceding and expectations, which is relevant in making the coherence meaningful. Since to become a reflective practitioner there are no set rules to follow but it is a complex process which cannot be drawn simply in a framework. It requires an immense good will for each and every EFL teacher to actively seek continuously for personal professional growth. In fact, it is a mission in which an EFL teacher undergoes filtration of personal beliefs translated into intentional and meaningful management of teaching practices.

In my opinion the concept of “mission” in this case connotes to searching more and more and this is how an EFL teacher might constantly get access to new domains and opportunities with attention to transform and implement practices in the revitalized mode. To emphasise “...teachers are primarily technicians; the goal of teacher learning initiatives is to make teachers more faithful implementers of received knowledge and curriculum; subjectmatter is a more or less static object to be transmitted from teachers to students”(Cochran-Smith & Lytle, 2009, p. 2) . Babkic and Provost (2004) believe that “research should be planned, systematic, and involve collecting evidence to answer specific questions” (p. 261) therefore teachers’ role as researchers reconsider their own beliefs about teaching practices, expand own knowledge by supportive literature, be flexible in changing instructional

practices on account of being more productive in benefit of EFL increased learner achievement. Moreover, in the above discussed literature reviews were defined and discussed reflection and its relevance in improvement of professional development and instructional practices. The literature review of this PhD thesis highlights the significance of practicing reflective teaching pedagogy as a powerful approach to EFL teacher development at Higher education, since the reflective instructional practice provides prospective teachers with multiple opportunities to interact in teaching EFL. Furthermore the challenges that teacher faces as researchers in applying instructional reform as a result of the current educational increased requirements. In the following we will report the empirical research data that has been conducted at higher education Macedonia supporting teacher as reflective practitioners in the aspect of professional development and improvement of instructional teaching practices.

In the end, it is important to emphasise that teacher development practices assure EFL teachers whether they are appropriately prepared to confront effectively in particular pedagogy practice during teaching at Higher Education Institutions. Accordingly, the syllabus serves to demonstrate higher quality by extending their scope of theoretical innovation in appropriate correlation with reflective teaching techniques and flexibility. By all means, teacher professional development on account to education considers teaching as a process which requires practical preparation synchronously: knowledge and theory at the same time. I conclude this review of literature by evolving professional development and EFL teaching instructions under the influence of the power of reflection practices.

Chapter 3 – Pilot Study Research Methodology

3.1 Research Methodology and procedure

This chapter deals with description of the research setting, participants of the research study, procedures, instruments used, a brief statement of research questions and hypothesis summary. It also presents the pilot study stages with detail description of each section in particular and the whole procedure itself, results, limitations, conclusion and further recommendations.

3.1.1. Research Methodology

The research was conducted at higher education institutions in Macedonia which includes the South East European University in Tetovo, State University of Tetovo, , Goce Delcev State University – Shtip, University “Mother Teresa” in Skopje and the “Balkans” University in Skopje . The number of participants that took part in my study was 30 between the ages 20-30 (one participant); 30-40 (sixteen participants) 40-60+ (thirteen participants); both male (11 in total) and female (19 in total) with working experience of 7,11,13,15, 18, 23, 26 and 30 years of teaching EFL.

The research was conducted at different semesters and with different instruments. Parts of the results were collected by a closed - questionnaire, a part of the results and the outcome were achieved using a semi-structured interview, a part of the data was collected by teacher conferencing and observations. The EFL teachers at higher education were observed based on a particular protocol chart. The last part of the research instruments data includes EFL teacher reflection journals.

3.1.2. Participants in the main study

The participants of this study were English Language teachers of Macedonia Universities, in particular South East European University in Tetovo, State University of Tetovo, , “Goce Delcev” State University - Shtip, University “Mother Teresa” in Skopje and the “Balkans” University in Skopje .There were approximately 30 EFL teachers included in this study, both male (11 in total) and female (19 in total).

3.1.3. Instruments

In order to obtain the best results, the following instruments were used in this study:

- I. Teacher Questionnaire
- II. Semi - structured Interview
- III. EFL Teacher Reflection journal analysis

3.1.4 Methods description

For this research study, quantitative and qualitative method approach were used.

The first instrument, a six section closed questionnaire help us to find out some essential general information regarding frequency of daily questions EFL teachers put to themself; Reflecting on personal beliefs as an EFL teacher concerning teaching practices; Instructional improvement effort based on teaching practices as an EFL teacher at Higher education; The EFL teacher cognition and indications of professional development; The effect of reflection in EFL teachers' instructional practices advancement ; EFL teachers' personal attitude toward ongoing long – term goals and innovations use in teaching practices through reflection on account of professional development.

The second instrument, the semi-structured interview questions were compiled with the intention to find out EFL teachers perceptions, ideas, experiences, reflection practices and own EFL teaching flexibility toward new opportunities on account of instructional improvement practices at higher education settings.

The third instrument based on adopted interview questionnaire, the EFL classroom study intention was to closely follow up the teaching practices, analyse the EFL teacher performances and reflections while teaching EFL at higher education. Furthermore, based on the EFL language teachers' current practices were made reflection journal analysis in a form of an interview with the guiding questions which were about practical aspects of reflection as a qualitative data. By using these methods, to some extent we will see the relevance and the power of Reflection as

an approach in improving EFL instructional practices and its benefit in their professional development.

3.1.5 Data Gathering and Research Procedure

Firstly, a closed - questionnaire consisting of six sections in total forty-five questions were compiled accordingly to the objectives of the present research and was distributed to EFL teachers of higher education. Afterwards, to EFL higher education teachers were given individually a semi-structured interview which consisted of fifteen questions.

Then, the teachers were given the guiding questions for writing a reflection paper regarding different teaching situations based on a qualitative data questions and lastly the reflection journals were used to achieve the final results

Research procedure

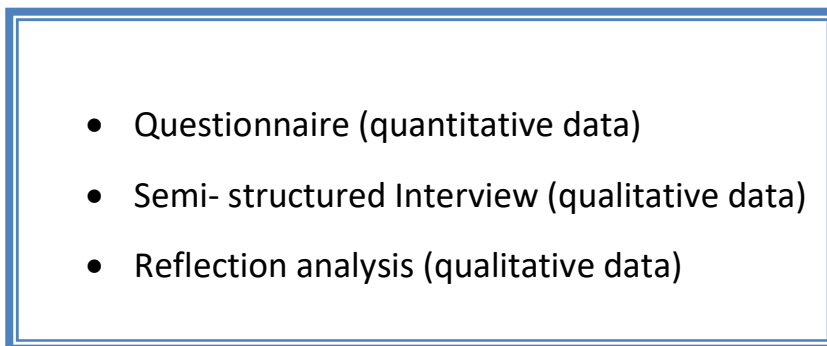
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- Questionnaire (quantitative data)
 - Semi- structured Interview (qualitative data)
 - Reflection analysis (qualitative data)

Figure 9. Research procedure detail steps

3.2. Pilot study

In order to test the research instruments being used, English language teachers were given questions in the form of a closed questionnaire and a semi-structured interview compiled by the researcher of the current study. This pilot study was used to help us find out more information and data which will be related to current reality of teaching practices conducted at Macedonia higher education institutions. The pilot study of this PhD study was conducted at

higher education institutions in Macedonia consisting of two instruments. The first instrument was a teacher questionnaire which included six question sections to be filled-out accordingly to each EFL teacher's personal beliefs, attitudes and instructional teaching practices. The overall number of participants in the study was five English Language teachers in total, three females and two males engaged actively in the EFL teaching process at the higher education institutions. The participants who were kind enough to express their views were between ages 33, 35, 37, 43, and 45 with working experience from 10, 11, 18, 20, and 23 years of experience, (Note: The teacher questionnaire and the semi-structured interview questions were compiled by the researcher based on the objectives and aims of the study, questions of the study and hypotheses as well).

3.2.1 Research questions and hypothesis

Research Questions of the study were the following:

1. What are teachers' perceptions on reflective practice and if it facilitates learner motivation in the EFL classes of Higher Education?
2. Does reflective teaching support particular learning objectives of classroom lessons?
3. Does reflection practice help EFL teachers to develop professionally and use a variety of teaching techniques?
4. Can Reflective practice be an advantageous scheme on account of the academic accomplishment of the students?

Hypothesis of the study were the following:

H1= Teachers have positive perceptions about reflective practice and they believe that it motivates students to learn more

H2 = Reflective teaching supports particular learning objectives of classroom lessons

H3= Reflection practice help EFL teachers to develop professionally and enable them to use variety of teaching techniques

H4= Reflective practice has an advantageous scheme on account of the academic accomplishment of the students.

3.2.2 Procedure of the research instruments conducted

The study instruments were designed to help us find out more easily the EFL teachers' beliefs, reflective instructional practices and their progress effort toward professional development at higher education Macedonian institutions. There were five EFL teachers who participated in this pilot study. Even though it was hoped for more participant numbers which would provide more accurate, richer and convincing data feedback about EFL teaching current reality at higher education Macedonia institutions, I am very thankful for the participants' kindness and willingness to take the time to fill out and express honestly their attitudes.

3.3 Analysis of Pilot Study Data

In order to analyse the data collection, the results from the questionnaire will be used to find out general information of EFL teachers' attitude accordingly their responses that fits them best. In the following we are going to present the pilot study analysis of the data accordingly sections.

Section 1) Frequency of daily basis questions you put to yourself

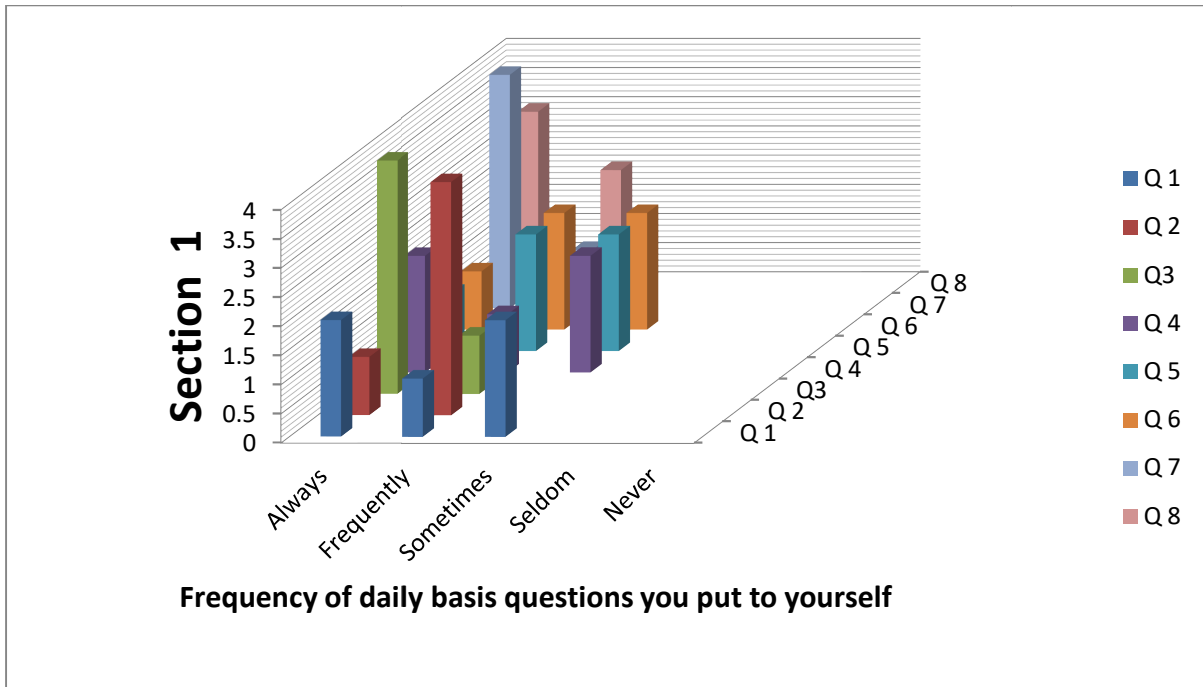


Figure 10. Pilot study – teacher questionnaire section 1 answers

The following is the section 1 summary of teacher responses, participants in the pilot study. This section consists of eight questions compiled by the researcher with closed multiple choice answers to find out and determine the EFL Frequency of daily basis questions EFL teachers put to themselves. The results in detail percentage of this section are as follow:

- Regarding the **Q1. “How often do you think “this worked and didn’t work today in my classroom while teaching EFL”?** ” of the first section (40%) of the participants claimed with Always; (20%) claimed to Frequently; and (40%) claimed to sometimes think about things that worked and didn’t work while teaching EFL in daily basis setting;
- Regarding the **Q2. “How often do you feel that the activities chosen were appropriate and fit to your learning objective settings? Why or/ why not?”** of the first section (20%) of the participants claimed with Always; (80%) claimed to Frequently feel that that the activities chosen were appropriate and fit to their own learning objective settings;

- Regarding the **Q3. “How often do you take into account did the students benefit from these activities or not?”** of the first section (80%) of the participants claimed with Always; (20%) claimed to Frequently take into account if student did benefit or/not from teaching activities within an EFL class;
- Regarding the **Q4. “How often do think about new teaching techniques you have you tried recently that might benefit each and every student? “**of the first section (40%) of the participants claimed with Always; (20%) of the participants claimed with Frequently; (40%) of the participants claimed with Sometimes to think about new teaching techniques that have tried recently that which might benefit to each and every student;
- Regarding the **Q5. “Are the approaches which you use reflecting on signs of quality learning outcome?”** of the first section (20%) of the participants claimed with Always; (40%) of the participants claimed with Frequently; (40%) of the participants claimed that Sometimes the approaches they use as EFL teachers while teaching practices reflect on signs of quality;
- Regarding the **Q6. “How often do you reflect on the teaching approaches, what could you do differently to help your students learn more? “**of the first section (20%) of the participants claimed with Always; (40%) of the participants claimed with Frequently; (40%) of the participants claimed to Sometimes reflect on teaching approaches on account to help students learn more;
- Regarding the **Q7. “How often do you think how well did you finish today the EFL teaching classes and how could you do this better? “** of the first section (80%) of the participants claimed with Always; (20%) of the participants claimed with Frequently think about how well they did finish today the EFL teaching classes and how could they do this better?;
- Regarding the **Q8. “Do you think about “which were your best moments while teaching EFL and how could you repeat”?”** of the first section (60%) of the participants claimed with Always; (40%) of the participants claimed with

Frequently think about which were their best moments while teaching EFL and how could they repeat?;

Section 2) Reflecting on own beliefs as an EFL teacher concerning teaching practices

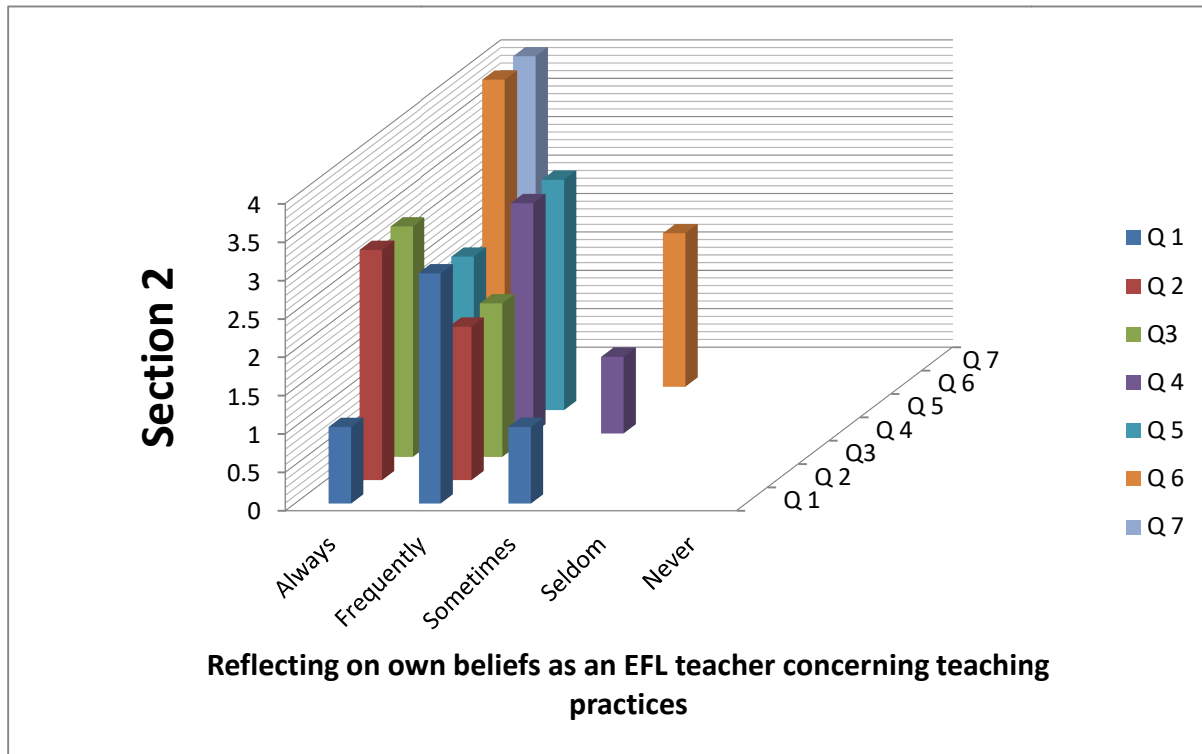


Figure 11. Pilot study teacher questionnaire section 2 answers

The following is the section 2 summaries of teacher responses, participants in the pilot study. This section consists of seven questions compiled by the researcher with closed multiple choice answers to find out and determine to some extent the EFL Reflection on own beliefs as an EFL teacher concerning teaching practices. The results in detail percentage of this section are as follow:

- Regarding the **Q1. “You practice your own teaching approaches within an EFL class according to your own beliefs.”** of the second section (40%) of the participants claimed with Always; (20%) of the participants claimed with Frequently; (40%) of the participants claimed that Sometimes use teaching approaches based on own beliefs;

- Regarding the **Q2. “Do you think about: how “up-to-date” are your beliefs based on the influence of the way you teach?”** of the second section (20%) of the participants claimed with Always; (80%) of the participants claimed to Frequently think about how “up-to-date” are your beliefs based on the influence of the way you teach;
- Regarding the **Q3. “Do you think about core routine of teaching techniques you practice and their effectiveness?”**of the second section (80%) of the participants claimed with Always; (20%) of the participants claimed to Frequently think about core routine of their teaching techniques practices and their effectiveness;
- Regarding the **Q4. “How often do you use various teaching techniques, or you stick to only the ones which are easier for you?”** of the second section (40%) of the participants claimed with Always; (20%) of the participants claimed with Frequently; (40%) of the participants claimed to Sometimes use various teaching techniques in order to provide more effective teaching.
- Regarding the **Q5. “How often do you think whether your conduct compelling for EFL learners while teaching EFL today?”** of the second section (20%) of the participants claimed with Always; (40%) of the participants claimed with Frequently; (40%) of the participants claimed to Sometimes think about on whether their conduct was compelling while teaching EFL;
- Regarding the **Q6. Do you re - consider your practices as an EFL teacher to show that you believe that each student can be engaged in learning EFL?”** of the second section (80%) of the participants claimed with Always; (20%) of the participants claimed to Frequently re-consider the best ways that made them believe that each student can be engaged in learning EFL;
- Regarding the **Q7. “Do you think about the best ways that made you convinced your EFL learner accomplishment, example: the EFL learner performance, certain use of a skill /or EFL learner’s attitude?”** of the second section (40%) of the participants claimed with Always; (60%) of the participants claimed to Frequently think about the best ways

that made you convinced your EFL learner accomplishment such as: the EFL learner performance, certain use of a skill /or EFL learner’s attitude;

Section 3) Instructional improvement effort based on teaching practices as an EFL teacher at Higher education

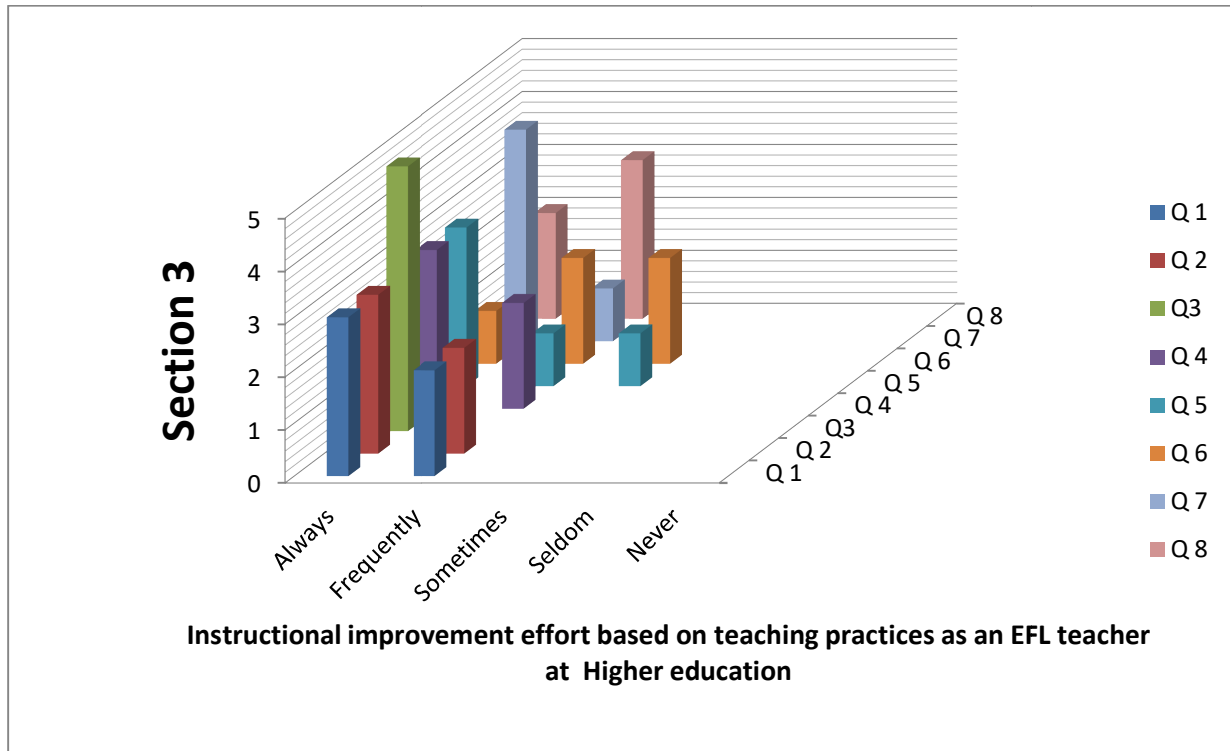


Figure 12. Pilot study – teacher questionnaire section 3 answers

The following is the section 3 summaries of teacher responses, participants in the pilot study. This section consists of eight questions compiled by the researcher with closed multiple choice answers to find out and determine to some extent the Instructional improvement effort based on teaching practices as an EFL teacher at Higher education. The results in detail percentage of this section are as follow:

- Regarding the Q1. "I, as an EFL teacher believe there are opportunities for instructional improvement." of the third section (60%) of the participants claimed with Always;

(40%) of the participants claimed to Frequently believe there are always opportunities for instructional improvement;

- Regarding the **Q2 “I, as an EFL teacher am concerned in ensuring and providing quality teaching for diverse learner needs and interests.”** of the third section (60%) of the participants claimed with Always; (40%) of the participants claimed to Frequently be concerned in ensuring and providing quality teaching for diverse learner needs and interests;
- Regarding the **Q3. “I adjust and individualize EFL teaching practices depending on my students needs.”** of the third section (100%) of the participants claimed to Always adjust and individualize the EFL teaching practices depending on own students needs;
- Regarding the **Q4. “I am in a pursuit of being unique in using teaching styles that can fit and complete my teaching performance.”** of the third section (60%) of the participants claimed with Always; (40%) of the participants claimed to Frequently be in a pursuit of being unique and use teaching styles that can fit and complete own teaching performance;
- Regarding the **Q5. “I ask myself whether EFL teaching classes are well managed.”** of the third section (60%) of the participants claimed with Always; (20%) of the participants claimed with Frequently; (20%) of the participants claimed to Sometimes question their own efficiency of class management while teaching EFL;
- Regarding the **Q6. “I am concerned what action will I take to improve my EFL classroom management.”** of the third section (20%) of the participants claimed with Always; (40%) of the participants claimed with Frequently; (40%) of the participants claimed to Sometimes be concerned in what action will they take to improve own EFL classroom management;
- Regarding the **Q7. “I reflect on my most challenging moments and what to change next time.”** of the third section (80%) of the participants claimed with Always; (20%) of the participants claimed to Frequently reflect on the most challenging moments and seek for problem-solving outlook teaching performance;

- Regarding the **Q8. “While teaching EFL, I am concerned in stimulating engaging learning environment.”** of the third section (40%) of the participants claimed with Always; (60%) of the participants claimed to Frequently be concerned enhancing and engaging learning environment.;

Section 4) The EFL teacher cognition and indications of professional development

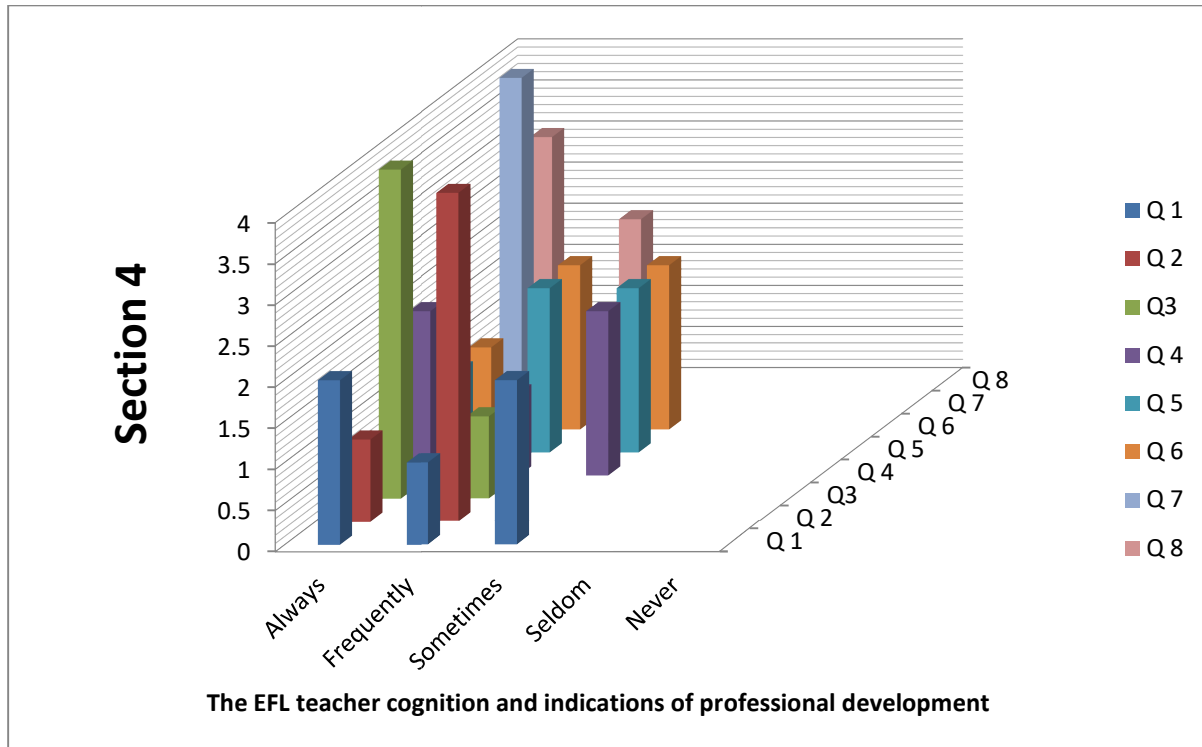


Figure 13. Pilot study – teacher questionnaire section 4 answers

The following is the section 4 summaries of teacher responses participants in the pilot study. This section consists of eight questions compiled by the researcher with closed multiple choice answers to determine the EFL teacher cognition and indications of professional development. The results in detail percentage of this section are as follow:

- Regarding the **Q1. “The higher education EFL teacher should foster relationships with learners.”** of the fourth section (100%) of the participants claimed to Agree that the higher education EFL teacher should foster relationships with learners;

- Regarding the **Q2. “Accepting responsibility for increasing learning outcome means you are aware that you need to develop professionally.”** of the fourth section (80%) of the participants claimed with Strongly Agree ; (20%) of the participants claimed to be neutral about accepting responsibility for increasing learning outcome means you are aware that EFL teachers need to develop professionally;
- Regarding the **Q3. “The EFL higher education teacher should seek opportunities for professional development.”** of the fourth section (80%) of the participants claimed with Strongly Agree, (20%) of the participants claimed to agree that the EFL higher education teacher should always seek opportunities for professional development;
- Regarding the **Q4. “The intense desire to succeed strives the EFL teacher to learn more than what he/she already knows”** of the fourth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to agree that the intense desire to succeed strives the EFL teacher to learn more than what he/she already knows;
- Regarding the **Q5. “It is important to have background information before applying a new technique.”** of the fourth section (80%) of the participants claimed with Agree, (20%) of the participants claimed to be neutral about the importance of having background information before applying a new technique;
- Regarding the **Q6. “It is of the great significance to take up new opportunities to succeed.”** of the fourth section (20%) of the participants claimed with Strongly Agree, (80%) of the participants claimed to agree that it is of the great significance to take up new opportunities to succeed;
- Regarding the **Q7. “The EFL teacher’s performance ought to be motivational and convincing.”** of the fourth section (100%) of the participants claimed to Agree that the EFL teacher’s performance ought to be motivational and convincing;
- Regarding the **Q8. “There are always areas to improve professionally.”** of the fourth section (100%) of the participants claimed to Strongly Agree that there are always areas to improve professionally;

Section 5) The effect of reflection in EFL teachers' instructional practices advancement

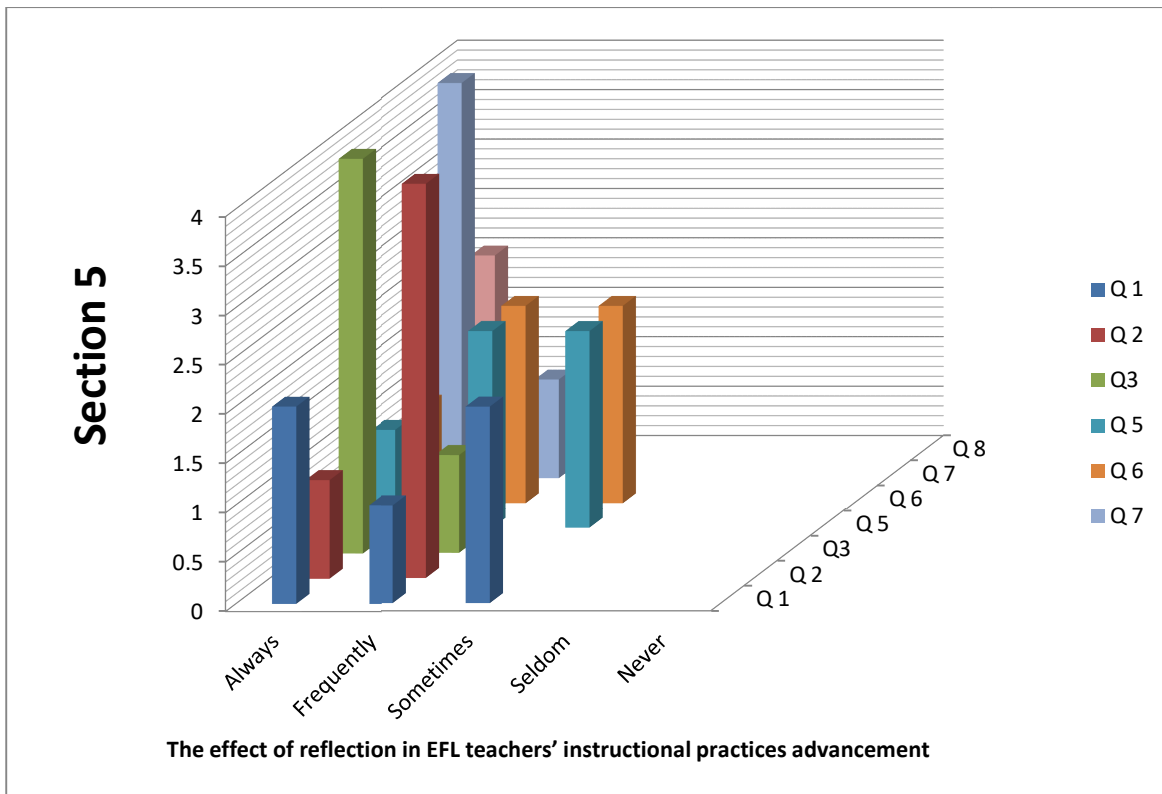


Figure 14. Pilot study – teacher questionnaire section 5 - answers

The following is the section 5 summaries of teacher responses, participants in the pilot study. This section consists of seven questions compiled by the researcher with closed multiple choice answers to find out and determine to some extent the effect of reflection in EFL teachers' instructional practices advancement. The results in detail percentage of this section are as follow:

- Regarding the **Q1. "The EFL teacher performance has a direct impact on student learning"** of the fifth section (60%) of the participants claimed with Strongly Agree,

(40%) of the participants claimed to Agree that the EFL teacher performance has a direct impact on student learning;

- Regarding the **Q2. “Trying new ideas in an EFL classroom keeps the teacher energized about teaching.”** of the fifth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that trying new ideas in an EFL classroom keeps the teacher energized about teaching;
- Regarding the **Q3. “ Upgrading instructional practices is more than necessary.”** of the fifth section (100%) of the participants claimed to Strongly Agree that upgrading instructional practices is more than necessary;
- Regarding the **Q4. “There is always a way to improving practices even there are the biggest obstacles to overcome.”** of the fifth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that there is always a way to improving practices even there are the biggest obstacles to overcome;
- Regarding the **Q5. “Reflection should be an integral part of everyday basis EFL teaching practices.”** of the fifth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that Reflection should be an integral part of everyday basis EFL teaching practices;
- Regarding the **Q6. “Thinking about developing self qualities like instructional practices, communication skills is necessary means toward progress.”** of the fifth section (40%) of the participants claimed with Strongly Agree, (60%) of the participants claimed to Agree that thinking about developing self qualities like instructional practices, communication skills is necessary means toward progress;
- Regarding the **Q7. “Providing constructive feedback for learners progress is a meaningful key to EFL teachers’ instructional practices advancement.”** of the fifth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that providing constructive feedback for learners progress is a meaningful key to EFL teachers’ instructional practices advancement;
- Regarding the **Q8. “The EFL higher education teacher should aspire instructional advancement”** of the fifth section (20%) of the participants claimed with Strongly Agree,

(80%) of the participants claimed to Agree that the EFL higher education teacher should aspire instructional advancement;

Section 6) EFL teachers' personal attitude toward ongoing long – term goals and innovations use in teaching practices through reflection

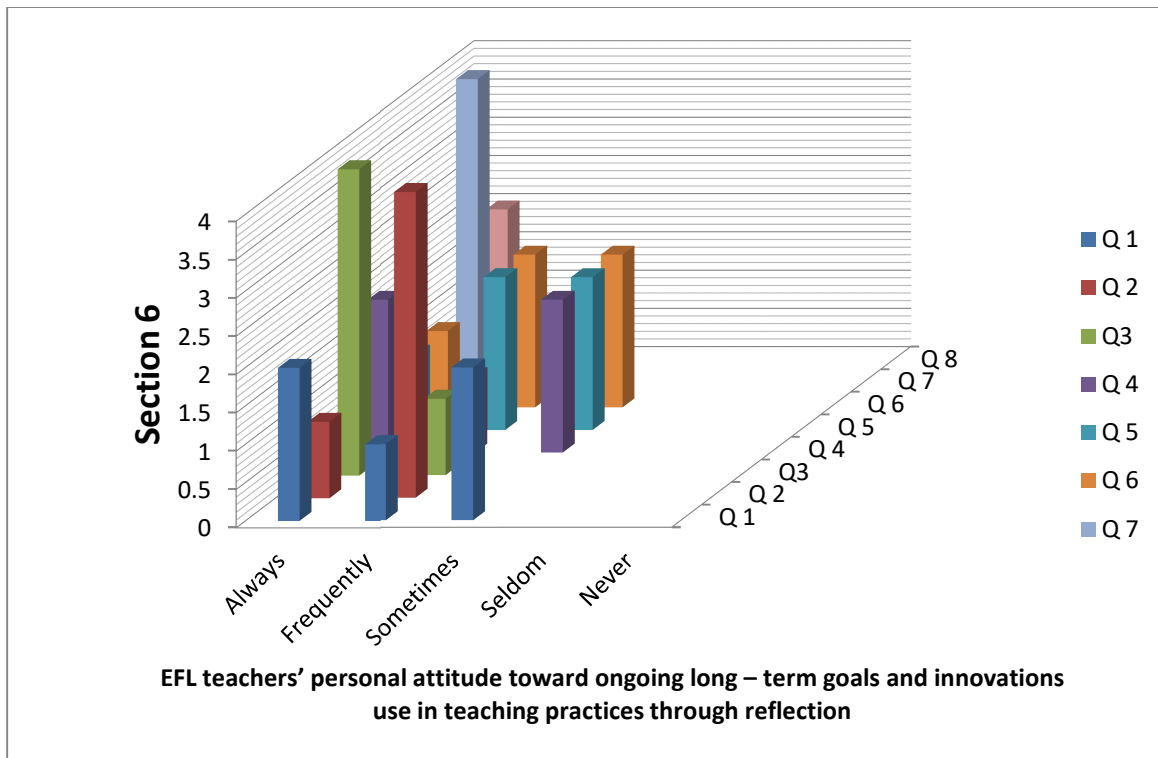


Figure 15. Pilot study – teacher questionnaire section 6 – answers

The following is the section 6 summaries of teacher responses, participants in the pilot study. This section consists of seven questions compiled by the researcher with closed multiple choice answers to find out and determine to some extent the EFL teachers' personal attitude toward ongoing long – term goals and innovations use in teaching practices through reflection. The results in detail percentage of this section are as follow:

- Regarding the **Q1.** " Educational innovations may proceed in many aspects and be outlined in various structures." ." of the sixth section (60%) of the participants claimed

with Strongly Agree, (40%) of the participants claimed to Agree that educational innovations may proceed in many aspects and be outlined in various structures;

- Regarding the **Q2. "The willingness to innovate in teaching EFL may be inspiring and motivational."** of the sixth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that the willingness to innovate in teaching EFL may be inspiring and motivational;
- Regarding the **Q3. "Reflection influences positively innovation use in EFL teaching practices at higher education."** of the sixth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that Reflection influences positively innovation use in EFL teaching practices at higher education;
- Regarding the **Q4. "Reflection impacts positively the connection between content knowledge and teacher academic performance."** of the sixth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that Reflection impacts positively the connection between content knowledge and teacher academic performance;
- Regarding the **Q5. "Setting new goals thoughtfully leads to modifying techniques which makes instructional improvements occur continuously"** of the sixth section (80%) of the participants claimed with Strongly Agree, (20%) of the participants claimed to Agree that setting new goals thoughtfully leads to modifying techniques which makes instructional improvements occur continuously;
- Regarding the **Q6. "Reflection empowers EFL teachers to freely set their teaching techniques enhancing rational thinking to new settings."** of the sixth section (80%) of the participants claimed with Strongly Agree, (20%) of the participants claimed to Agree that Reflection empowers EFL teachers to freely set their teaching techniques enhancing rational thinking to new settings;
- Regarding the **Q7. "Teacher reflective practices lead EFL learners to insight comprehension and deeper understanding."** of the sixth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that

teacher reflective practices lead EFL learners to insight comprehension and deeper understanding;

Furthermore, we are going to make a summary of data collection from the second instrument, the semi-structured interview according to pilot study participants' responses which was compiled by the researcher based on the objective, aims, research questions and hypothesis of this PhD dissertation.

With regard to **Q1** of the semi-structured Interview: **“Confident teaching is engaging and pleasant. Do you exchange ideas and experiences effectively with your EFL learners and do you encourage dialogue and discussion?”** **“The EFL teacher participant responses are as follow:**

- P1 answered shortly with “Yes”
- P2 claimed to highlight confidence with encouraging dialogue and discussion;
- P3 assert to encourage critical thinking as well and personalize the language they learn;
- P4 claim to engage learner as much as possible accordingly the current topic lesson;
- P5 admits the fact that sometimes student are not that comfortable to discuss in English.

With regard to **Q2** of the semi-structured Interview: **“Knowing what and how to teach is partial mechanism to the deepness of effective teaching. Do you adjust your EFL teaching responses toward learners' needs on account of bringing to line your own beliefs into teaching practices? (Justify your answer)”** **“The EFL teacher participant responses are as follow:**

- P1 claim to always do it because adjusting own teaching according to the learners' needs has a vital role in the process of designing and carrying out any language teaching;
- P2 claim to always modify the teaching methods based on the specific current group of students, their interests, learning styles, etc.;
- P3 claim to always try to adjust according to students needs and level of proficiency;
- P4 claim to be neutral in discussing the topic;
- P5 Answered shortly with “Yes”

With regard to **Q3** of the semi-structured Interview: **“Do you believe EFL learners should be lead only through the teacher instructions or do you believe that learners can take responsibility about their own learning? Why or why not? “The EFL teacher participant responses are as follow:**

- P1 claims that learners should take the responsibility about their own learning because this is when learning happens;
- P2 asserts to promote learner autonomy and taking responsibility about their learning as a must in own to do list;
- P3 claim to strongly believe in learner autonomy, so “Yes”, and does encourages learners to take at least partial responsibility for their learning, which, of course, is not easy at all;
- P4 another participant claim to assert that teacher instructions are the best;
- P5 stresses that key point is to enable students become as autonomous as possible;

With regard to **Q4** of the semi-structured Interview: **“Considering the fact of the frequency how technology affects education in general, do you take an inquiry stance about instructional practices innovation? (Since there is no need of any special skill to search, experiment and try new teaching techniques, improve mistakes and try again)? “The EFL teacher participant responses are as follow:**

- P1 claim to do it shortly “Yes”;
- P2 claim to do it shortly “Yes”;
- P3 assert to do it seldom due to the lack technology and relate resources;
- P4 is neutral in discussing the topic;
- P5 highlights that tries to include technology in order to serve different teaching approaches from time to time since believes it would be enhancing;

With regard to **Q5** of the semi-structured Interview: **“Are you open-minded to new theories, teaching techniques and different forms of instructional practices? “The EFL teacher participant responses are as follow:**

- P1 claim to always try to search for more;
- P2 claim to definitively do it;

- P3 asserts the will to try out new methods, teaching techniques and teaching approaches;
- P4 answered shortly with “Yes” ;
- P5 highlights the relevance to EFL teachers be open to new forms of instructional practices as “a must” in the to do list;

With regard to **Q6** of the semi-structured Interview: **“Do you try to obtain new instructional outlook by searching new approaches and grow from your own experience? “The EFL teacher participant responses are as follow:**

- P1 claim to never stop doing that;
- P2 assert to everyday do it;
- P3 the other one declare to Yes, definitely, otherwise would get bored;
- P4 claim to not often pay attention to do it;
- P5 assert to do it every day;

With regard to **Q7** of the semi-structured Interview: **“Are you flexible about new opportunities and other ways of your routine instructional practices? “The EFL teacher participant responses are as follow:**

- P1 Admit it with “Yes”
- P2 answer is “I try”;
- P3 answers shortly with “Yes”;
- P4 claims that tries to be flexible as much as possible;
- P5 assert to try to the maximum;

With regard to **Q8** of the semi-structured Interview: **“Do you get encouraged yourself to reflect on past experiences and think about opportunities, to take-up initiatives and support EFL teaching goals to new settings? “The EFL teacher participant responses are as follow:**

- P1 claim to do reflect on own past experiences;
- P2 highlights that is the developing teachers duty and the lifelong learner's too;
- P3 another participant claim that always reflects on the classes she teaches, not only the ones which are really successful but also those classes when things do not go according to plan;

- P4 admits that not always gets encouraged to reflect on own past experiences and to take up new opportunities;
- P5 the other one assert that “yes” because it is very crucial in the process of teaching EFL;

With regard to **Q9** of the semi-structured Interview: **“Do you unfold a positive mindset of searching for changes and thoughtfully consider willingness to seek instructional practices improvement? “The EFL teacher participant responses are as follow:**

- P1 claims to always be in a constant search for changes in a favor of positive context of teaching EFL;
- P2 claims to always be on the lookout for possibilities and develop professionally;
- P3 affirms to do it every day;
- P4 was neutral concerning Q9;
- P5 claim is with “yes” ;

With regard to **Q10** of the semi-structured Interview: **“How can teachers change and become more reflective about their own teaching? “The EFL teacher participant responses are as follow:**

- P1 claims that EFL teachers should always upgrade and refresh their knowledge;
- P2 claims suggest asking student for feedback and reflecting on their own teaching every day.
- P3 suggests a practical way by keeping a diary and list out possible reasons for success or failure and possible alternative approaches;
- P4 another assert to do it by ask students for feedback;
- P5 another suggests to do it through systematic process of collecting, recording or examining own experiences;

With regard to **Q11** of the semi-structured Interview: **“Does highlighting own strengths and recognizing own weakness is a way of becoming reflective teacher? “The EFL teacher participant responses are as follow:**

- P1 claim with “Yes”;
- P2 admits it to do it from time to time;

- P3 claim that noticing strengths and weaknesses is a crucial aspect of reflective teaching. Also trying to find ways to work on the weaknesses. But accepting that there are weaknesses is the first step;
- P4 claim to strongly agree that knowing own weakness and trying to improve helps a lot;
- P5 claim to do it sometimes;

With regard to **Q12** of the semi-structured Interview: **“Are you motivated and inspired person concerning colleagues’ provocations like shared teaching ideas, instructional practices, and teaching experiences? “The EFL teacher participant responses are as follow:**

- P1 claim to find it very useful especially for the young teachers;
- P2 claims that according the circumstances of the Balkan mentality, where everyone knows everything “does not”;
- P3 admit it with short answer “yes” ;
- P4 admit it with short answer “yes” ;
- P5 highlights the relevance of the practice of sharing ideas, asking for and giving suggestions and trying them out is very beneficial and should be strongly encouraged among EFL teachers;

With regard to **Q13** of the semi-structured Interview: **“Are you willing to take risks and experiment even if you encounter bias? “The EFL teacher participant responses are as follow:**

- P1 claim that always challenges own self;
- P2 claim it with short answer “yes” ;
- P3 asserts to do it very frequently by being ready and willing to experiment with new approaches, techniques and methods in day-to-day teaching;
- P4 claim to maybe would do it;
- P5 asserts to have the will to experiment time to time;

With regard to **Q14** of the semi-structured Interview: **“Do you aspire and demonstrate conducts which promote intense desire to professional learning like inspiring interest,**

devotion, curiosity and professional reflection? “The EFL teacher participant responses are as follow:

- P1 claim to always try to find ways to improve own teaching practice;
- P2 claim to try as much as possible, knowing that this is beneficial for students and for us as teachers as well;
- P3 claim to do it shortly with “Yes” ;
- P4 claim to do it shortly with “Yes” ;
- P5 admits to keep trying to ;

With regard to **Q15** of the semi-structured Interview: **“Do you implement new practices to encourage your EFL learners to use common sense, critical thinking and prosperity towards academic progress? “The EFL teacher participant responses are as follow:**

- P1 highlights enhancing the critical thinking as reasoned well-thought and logical judgments as a difficult battle;
- P2 admit to try from to time implementing new practices;
- P3 asserts that critical thinking is crucial in mastering the target language and wider academic progress
- P4 is neutral regarding the Q15 in discussing explicitly about sharing own attitude;
- P5 claims that knowing that this is key to effective teaching, I always try and do my best to make use of new practices in teaching;

3.4 Limitations of pilot study

Like each effort undertaken to make an attempt for a certain research study, without doubt there are limitations to face through the process itself. This PhD pilot study surely has its own limitations. Limitations differ and are various indeed. Namely, the limitations differ in reference to participants, research instruments, hypotheses and research questions. There might be inconsistencies, perhaps if the research questions and hypothesis were re-formulated would lead to a deeper research study or imperfect and deficient questions and sections, or perhaps it

lacked questions with reference toward a broader and rational research aims and objectives of the main study. One the limitation might be considered the insufficient participants' number. The number of participants might be fewer than expected. Perhaps more participants would provide more accurate data and would make it easier for us to determine the analysis of results to a greater extent. Another limitation may include the ambiguous questions in the certain sections with regard to the first instrument, there might be questions which make the participants doubt about giving the best attitude that fits them best. Perhaps if they were re – formulated the answers would be different. Regarding the second instrument the semi-structured interview, some of the answers were too short. Participants lack the will to express explicitly their beliefs, attitudes, teaching experiences and instructional practices. Hence, this may be due to not appropriate nature of interview question formulation. Perhaps, there were questions which were not fully understood by participants.

3.5 Conclusion

In conclusion, as shown above we can say that the study was a step forward for further research and examination of the main research study. In particular this chapter provided and presented data and results that could be used to further develop a broader idea regarding the improvement of the teaching quality, instructional improvement and how to intensify teacher development progress. Moreover, the study also highlighted the power of reflection in EFL teachers' awareness regarding EFL instructional practices expectations toward teacher professional development.

Chapter 4 – Main Study Research Methodology

4.1. Main study analysis and findings

This chapter presents a full description and analysis of obtained results of the main study. All results are presented in figures and tables and with additional explanations in order to make the reader fully comprehend the whole process. The whole detailed data is presented graphically and as well with additional detail explanation in percentage.

4.1.1 Research methodology

Analysis of results

The current research was conducted at different stages of the academic year starting from 2016 - 2019 and with different methodology approaches. The first instrument used in the study was teachers' questionnaire . The questionnaire consisted of questions with multiple choice answers such as : *always , frequently, sometimes, seldom and never*, and with multiple choice answers such as : *Strongly agree, Agree, Neutral, Disagree, strongly disagree*. Both sets of question-response feedback will be further elaborated below. The second instrument was the semi - structured interview which consisted of 15 questions compiled by the researcher, and the third instrument was the reflection analysis interview adopted by Reflection Journal questionnaire, consisting of 5 questions, Adopted from: Ashraf, Hamid & Samir, Aynaz & Tabatabaee-Yazdi, Mona. (2016). *Reflective Teaching Practice in an EFL Context: A Qualitative Study*, p.52.

In the following we are going to present a detailed procedure description of each and every instrument including section samples, results obtained accordingly in each section with graphically and descriptive form, the semi structured interview sample and detailed description regarding every question; the third instrument sample and finally will be given a brief conclusion concerning the overall data of each and every study instrument.

4.1.2 Teacher questionnaire feedback and results accordingly sections

Section 1) Frequency of daily basis questions you put to yourself

	Always	Frequently	Sometimes	Seldom	Never
1. How often do you think “this worked and didn’t work today in my classroom while teaching EFL”?					
2. How often do you feel that the activities chosen were appropriate and fit to your learning objective settings? Why or/ why not?					
3. How often do you take into account did the students benefit from these activities or not?					
4. How often do think about new teaching techniques you have you tried recently that might benefit each and every student?					
5. Are the approaches which you use reflecting on signs of quality learning outcome?					
6. How often do you reflect on the teaching approaches, what could you do differently to help your students learn more?					
7. How often do you think how well did you finish today the EFL teaching classes and how could you do this better?					
8. Do you think about “which were your best moments while teaching EFL and how could you repeat”?					

Table 6. Section 1 sample of the Teacher Questionnaire

The following is the EFL teacher section 1 responses' summary of the main study .This section consists of eight questions compiled by the researcher with closed multiple choice answers (Always,Frequently, Sometimes, Seldom and Never) to find out and determine the EFL Frequency of daily basis questions EFL teachers put to own self. In the following it is also given the graphical picture and the detail data percentage in a form of a table.

Section 1

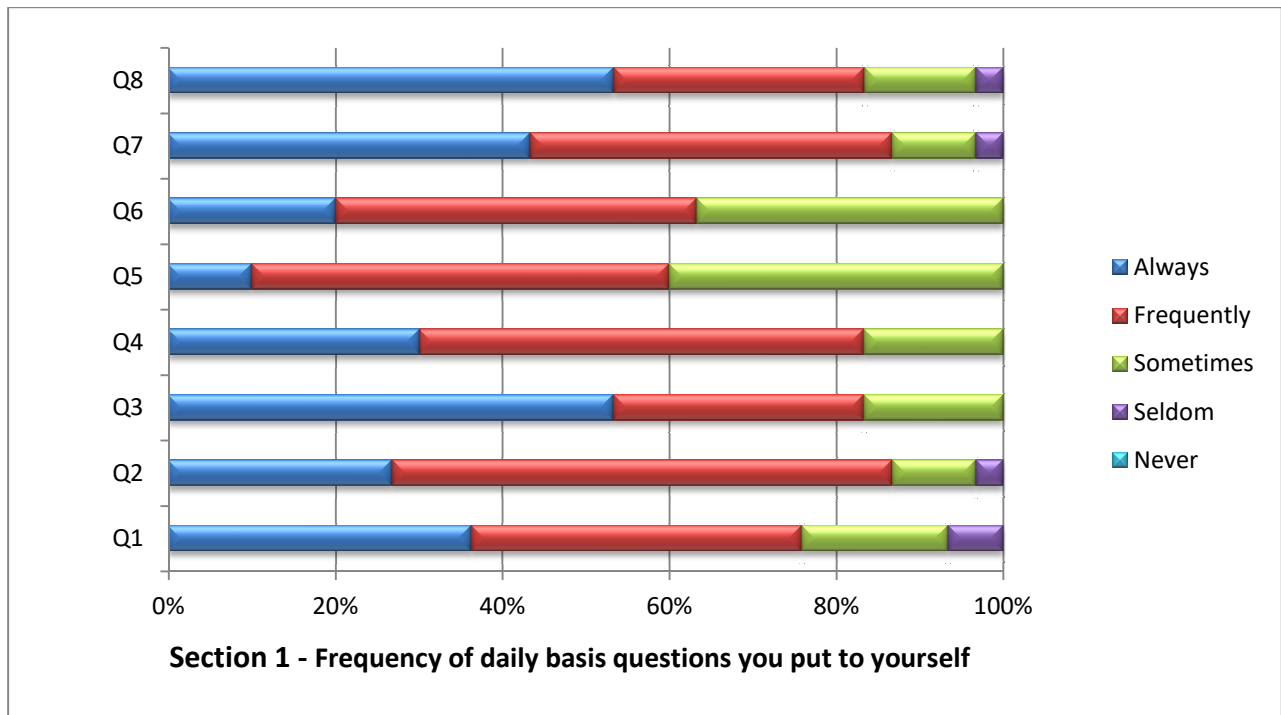


Figure 16. Main study – teacher questionnaire section 1 answers

The results in detail percentage of this section are as follow:

Regarding the **Q1. “How often do you think “this worked and didn’t work today in my classroom while teaching EFL”?** ” of the first section (40%) of the participants claimed with Always; (20%) claimed to Frequently; and (40%) claimed to sometimes think about things that worked and didn’t work while teaching EFL in daily basis setting;

Regarding the **Q2. “How often do you feel that the activities chosen were appropriate and fit to your learning objective settings? Why or/ why not?”** of the first section (20%) of the

participants claimed with Always; (80%) claimed to Frequently feel that that the activities chosen were appropriate and fit to their own learning objective settings;

Regarding the **Q3. “How often do you take into account did the students benefit from these activities or not?”** of the first section (80%) of the participants claimed with Always; (20%) claimed to Frequently take into account if student did benefit or/not from teaching activities within an EFL class;

Regarding the **Q4. “How often do think about new teaching techniques you have you tried recently that might benefit each and every student?”** of the first section (40%) of the participants claimed with Always; (20%) of the participants claimed with Frequently; (40%) of the participants claimed with Sometimes to think about new teaching techniques that have tried recently that which might benefit to each and every student;

Regarding the **Q5. “Are the approaches which you use reflecting on signs of quality learning outcome?”** of the first section (20%) of the participants claimed with Always; (40%) of the participants claimed with Frequently; (40%) of the participants claimed that Sometimes the approaches they use as EFL teachers while teaching practices reflect on signs of quality;

Regarding the **Q6. “How often do you reflect on the teaching approaches, what could you do differently to help your students learn more?”** of the first section (20%) of the participants claimed with Always; (40%) of the participants claimed with Frequently; (40%) of the participants claimed to Sometimes reflect on teaching approaches on account to help students learn more;

Regarding the **Q7. “How often do you think how well did you finish today the EFL teaching classes and how could you do this better?”** of the first section (80%) of the participants claimed with Always; (20%) of the participants claimed with Frequently think about how well they did finish today the EFL teaching classes and how could they do this better?;

Regarding the **Q8. “Do you think about “which were your best moments while teaching EFL and how could you repeat?””** of the first section (60%) of the participants claimed with Always; (40%) of the participants claimed with Frequently think about which were their best moments while teaching EFL and how could they repeat?;

Section 2) Reflecting on own beliefs as an EFL teacher concerning teaching practices

	Always	Frequently	Sometimes	Seldom	Never
1. You practice your own teaching approaches within an EFL class according to your own beliefs.					
2. Do you think about: how “up-to-date” are your beliefs based on the influence of the way you teach?					
3. Do you think about core routine of teaching techniques you practice and their effectiveness?					
4. How often do you use various teaching techniques, or you stick to only the ones which are easier for you?					
5. How often do you think whether your conduct compelling for EFL learners while teaching EFL today?					
6. Do you re - consider your practices as an EFL teacher to show that you believe that each student can be engaged in learning EFL?					
7. Do you think about the best ways that made you convinced your EFL learner accomplishment, example: the EFL learner performance, certain use of a skill /or EFL learner’s attitude?					

Table 7. section 2 sample of the Teacher Questionnaire

The following is the EFL teacher section 2 responses' summary of the main study. This section consists of seven questions compiled by the researcher with closed multiple choice answers such as (Always ,Frequently, Sometimes, Seldom and Never) to find out and determine to some extent the EFL Reflection on own beliefs as an EFL teacher concerning teaching practices. In the following it is also given the graphical picture and the detail data percentage in a form of a table.

Section 2

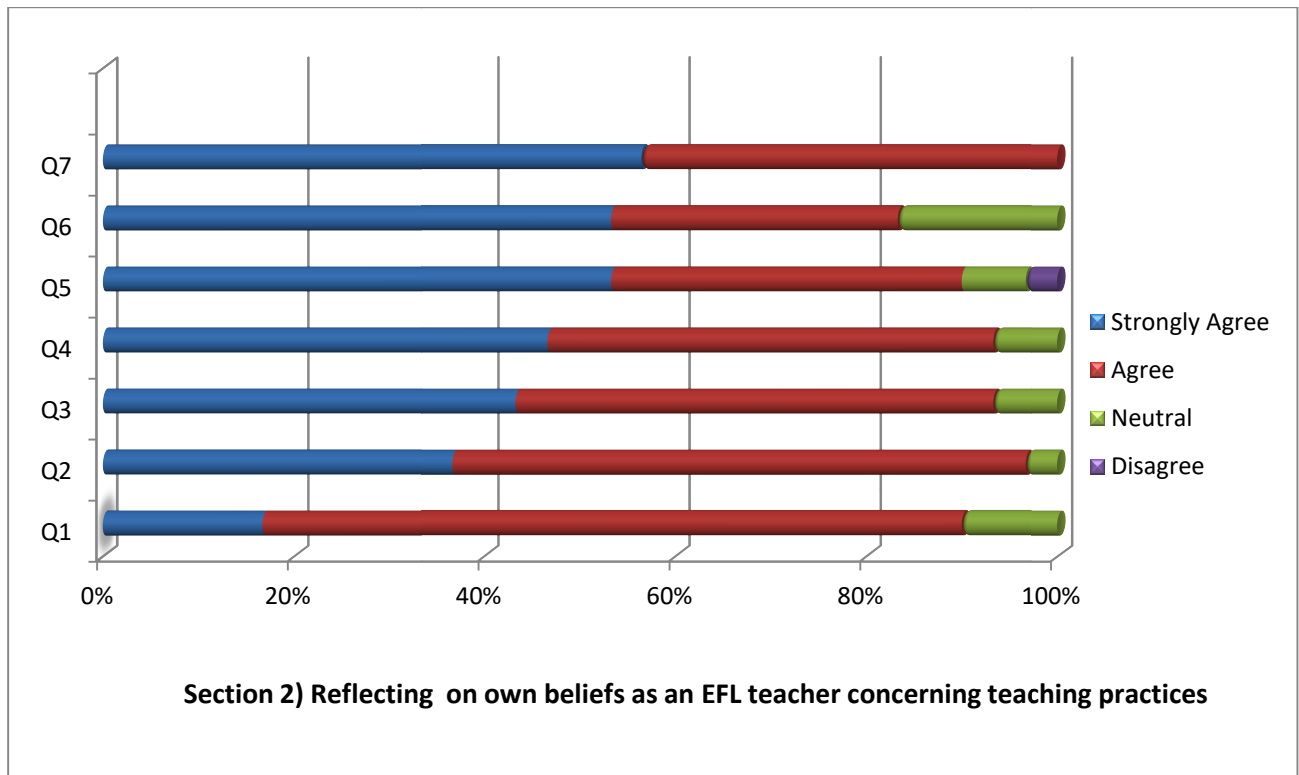


Figure 17. Main study – teacher questionnaire section 2 – answers

The results in detail percentage of this section are as follow:

Regarding the **Q1. “You practice your own teaching approaches within an EFL class according to your own beliefs.”**of the second section (40%) of the participants claimed with Always; (20%) of the participants claimed with Frequently; (40%) of the participants claimed that Sometimes use teaching approaches based on own beliefs;

Regarding the **Q2. “Do you think about: how “up-to-date” are your beliefs based on the influence of the way you teach?”** of the second section (20%) of the participants

claimed with Always; (80%) of the participants claimed to Frequently think about how “up-to-date” are your beliefs based on the influence of the way you teach;

Regarding the **Q3. “Do you think about core routine of teaching techniques you practice and their effectiveness?”** of the second section (80%) of the participants claimed with Always; (20%) of the participants claimed to Frequently think about core routine of their teaching techniques practices and their effectiveness;

Regarding the **Q4. “How often do you use various teaching techniques, or you stick to only the ones which are easier for you?”** of the second section (40%) of the participants claimed with Always; (20%) of the participants claimed with Frequently; (40%) of the participants claimed to Sometimes use various teaching techniques in order to provide more effective teaching.

Regarding the **Q5. “How often do you think whether your conduct compelling for EFL learners while teaching EFL today?”** of the second section (20%) of the participants claimed with Always; (40%) of the participants claimed with Frequently; (40%) of the participants claimed to Sometimes think about on whether their conduct was compelling while teaching EFL;

Regarding the **Q6. Do you re - consider your practices as an EFL teacher to show that you believe that each student can be engaged in learning EFL?”** of the second section (80%) of the participants claimed with Always; (20%) of the participants claimed to Frequently re-consider the best ways that made them believe that each student can be engaged in learning EFL;

Regarding the **Q7. “Do you think about the best ways that made you convinced your EFL learner accomplishment, example: the EFL learner performance, certain use of a skill /or EFL learner’s attitude?”** of the second section (40%) of the participants claimed with Always; (60%) of the participants claimed to Frequently think about the best ways that made you convinced your EFL learner accomplishment such as: the EFL learner performance, certain use of a skill /or EFL learner’s attitude;

Section 3) Instructional improvement effort based on teaching practices as an EFL teacher at Higher education

	Always	Frequently	Sometimes	Seldom	Never
1. I, as an EFL teacher believe there are opportunities for instructional improvement.					
2 I, as an EFL teacher am concerned in ensuring and providing quality teaching for diverse learner needs and interests.					
3. I adjust and individualize EFL teaching practices depending on my students needs.					
4. I am in a pursuit of being unique in using teaching styles that can fit and complete my teaching performance.					
5. I ask myself whether EFL teaching classes are well managed					
6. I am concerned what action will I take to improve my EFL classroom management.					
7.I reflect on my most challenging moments and what to change next time.					
8. While teaching EFL, I am concerned in stimulating engaging learning environment.					

Table 8. Section 3 sample of the Teacher Questionnaire

The following is the section 3 responses' summary of teacher participants in the main study. This section consists of eight questions compiled by the researcher with closed multiple choice answers (Always ,Frequently, Sometimes, Seldom and Never) to find out and determine to some extent the Instructional improvement effort based on teaching practices as an EFL teacher at Higher education. In the following it is also given the graphical picture and the detail data percentage in a form of a table.

Section 3

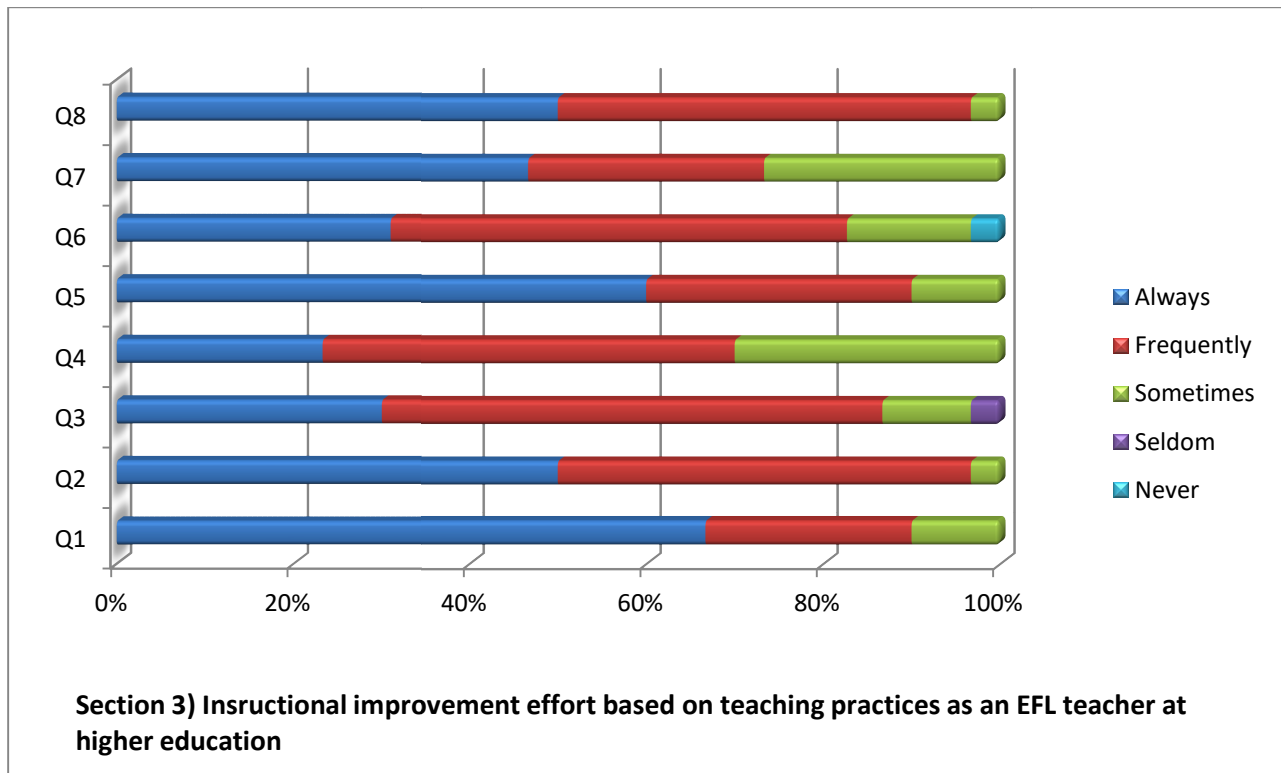


Figure 18. Main study – teacher questionnaire section 3 – answers

The results in detail percentage of this section are as follow:

Regarding the **Q1.**"I, as an EFL teacher believe there are opportunities for instructional improvement." of the third section (60%) of the participants claimed with Always; (40%) of the participants claimed to Frequently believe there are always opportunities for instructional improvement;

Regarding the **Q2 “I, as an EFL teacher am concerned in ensuring and providing quality teaching for diverse learner needs and interests.”** of the third section (60%) of the participants claimed with Always; (40%) of the participants claimed to Frequently be concerned in ensuring and providing quality teaching for diverse learner needs and interests;

Regarding the **Q3. “I adjust and individualize EFL teaching practices depending on my students needs.”** of the third section (100%) of the participants claimed to Always adjust and individualize the EFL teaching practices depending on own students needs;

Regarding the **Q4. “I am in a pursuit of being unique in using teaching styles that can fit and complete my teaching performance.”** of the third section (60%) of the participants claimed with Always; (40%) of the participants claimed to Frequently be in a pursuit of being unique and use teaching styles that can fit and complete own teaching performance;

Regarding the **Q5. “I ask myself whether EFL teaching classes are well managed.”** of the third section (60%) of the participants claimed with Always; (20%) of the participants claimed with Frequently; (20%) of the participants claimed to Sometimes question their own efficiency of class management while teaching EFL;

Regarding the **Q6. “I am concerned what action will I take to improve my EFL classroom management.”** of the third section (20%) of the participants claimed with Always; (40%) of the participants claimed with Frequently; (40%) of the participants claimed to Sometimes be concerned in what action will they take to improve own EFL classroom management;

Regarding the **Q7. “I reflect on my most challenging moments and what to change next time.”** of the third section (80%) of the participants claimed with Always; (20%) of the participants claimed to Frequently reflect on the most challenging moments and seek for problem-solving outlook teaching performance;

Regarding the **Q8. “While teaching EFL, I am concerned in stimulating engaging learning environment.”** of the third section (40%) of the participants claimed with

Always; (60%) of the participants claimed to Frequently be concerned enhancing and engaging learning environment.;

Section 4) The EFL teacher cognition and indications of professional development

Please tick - X - the choice that fits your attitude

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.The higher education EFL teacher should foster relationships with learners.					
2.Accepting responsibility for increasing learning outcome means you are aware that you need to develop professionally.					
3. The EFL higher education teacher should seek opportunities for professional development.					
4. The intense desire to succeed strives the EFL teacher to learn more than what he/she already knows					
5. It is important to have background information before applying a new technique.					
6.It is of the great significance to take up new opportunities to succeed.					
7. The EFL teacher’s performance ought to be motivational and convincing.					
8.There are always areas to improve professionally.					

Table 9. Section 4 sample of the Teacher Questionnaire

The following is the section 4 responses' summary of teacher participants in the main study. This section consists of eight questions compiled by the researcher with closed multiple choice answers such as (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to determine to some extent the EFL teacher cognition and indications of professional development. In the following it is also given the graphical picture and the detail data percentage in a form of a table.

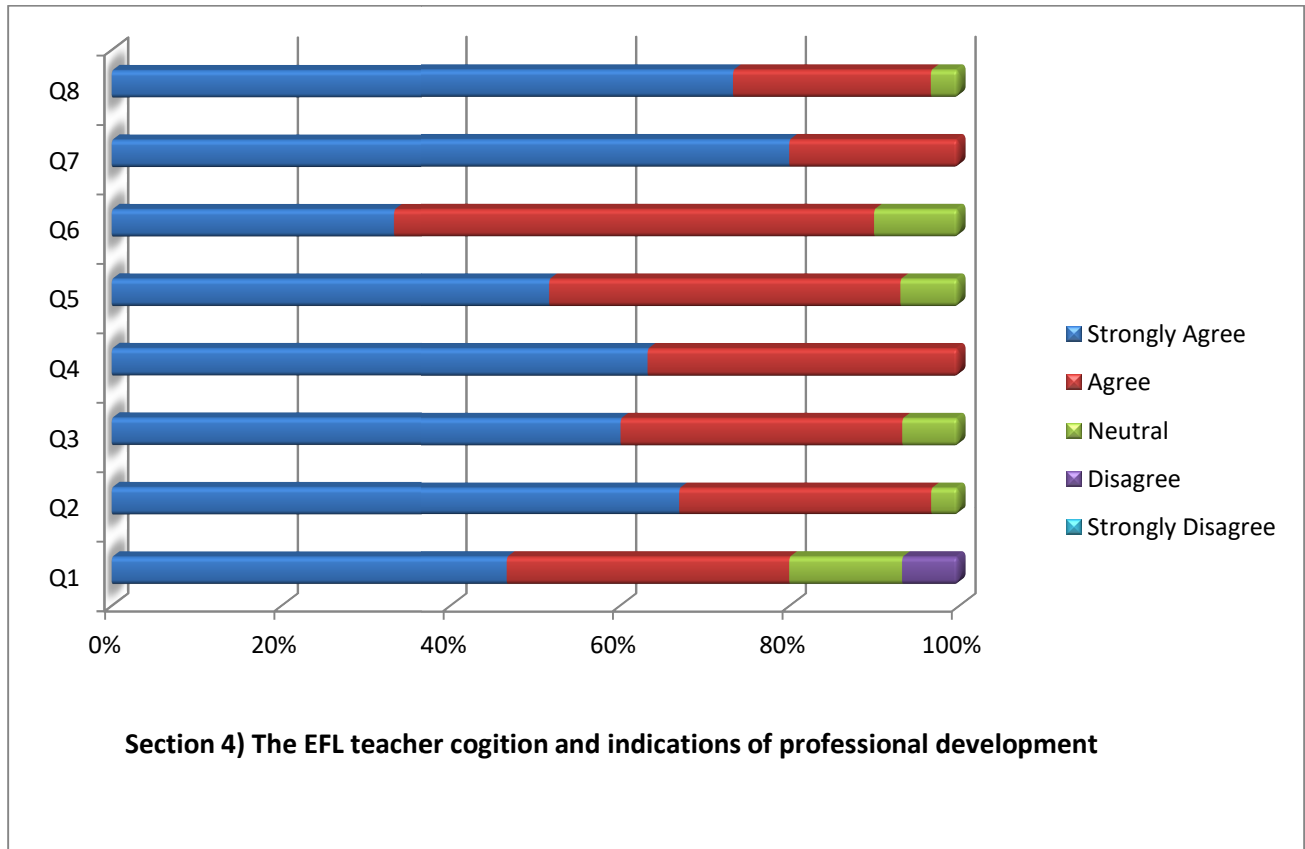


Figure 19. Main study – teacher questionnaire section 4 – answers

The results in detail percentage of this section are as follow:

Regarding the **Q1. “The higher education EFL teacher should foster relationships with learners.”** of the fourth section (100%) of the participants claimed to Agree that the higher education EFL teacher should foster relationships with learners;

Regarding the **Q2. “Accepting responsibility for increasing learning outcome means you are aware that you need to develop professionally.”** of the fourth section (80%) of the participants claimed with Strongly Agree ; (20%) of the participants claimed to be neutral about accepting responsibility for increasing learning outcome means you are aware that EFL teachers need to develop professionally;

Regarding the **Q3. “The EFL higher education teacher should seek opportunities for professional development.”** of the fourth section (80%) of the participants claimed with Strongly Agree, (20%) of the participants claimed to agree that the EFL higher education teacher should always seek opportunities for professional development;

Regarding the **Q4. “The intense desire to succeed strives the EFL teacher to learn more than what he/she already knows”** of the fourth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to agree that the intense desire to succeed strives the EFL teacher to learn more than what he/she already knows;

Regarding the **Q5. “It is important to have background information before applying a new technique.”** of the fourth section (80%) of the participants claimed with Agree, (20%) of the participants claimed to be neutral about the importance of having background information before applying a new technique;

Regarding the **Q6. “It is of the great significance to take up new opportunities to succeed.”** of the fourth section (20%) of the participants claimed with Strongly Agree, (80%) of the participants claimed to agree that it is of the great significance to take up new opportunities to succeed;

Regarding the **Q7. “The EFL teacher’s performance ought to be motivational and convincing.”** of the fourth section (100%) of the participants claimed to Agree that the EFL teacher’s performance ought to be motivational and convincing;

Regarding the **Q8. “There are always areas to improve professionally.”** of the fourth section (100%) of the participants claimed to Strongly Agree that there are always areas to improve professionally;

Section 5) The effect of reflection in EFL teachers' instructional practices advancement

Please tick - X - the choice that fits your attitude

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.The EFL teacher performance has a direct impact on student learning					
2.Trying new ideas in an EFL classroom keeps the teacher energized about teaching.					
3. Upgrading instructional practices is more than necessary.					
4. There is always a way to improving practices even there are the biggest obstacles to overcome					
5.Reflection should be an integral part of everyday basis EFL teaching practices					
6.Thinking about developing self qualities like instructional practices, communication skills is necessary means toward progress					
7. Providing constructive feedback for learners progress is a meaningful key to EFL teachers' instructional practices advancement					
8. The EFL higher education teacher should aspire instructional advancement					

Table 10. Section 5 sample of the Teacher Questionnaire

The following is the section 5 responses' summary of teacher participants in the main study. This section consists of seven questions compiled by the researcher with closed multiple choice answers (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to find out and determine to some extent the effect of reflection in EFL teachers' instructional practices advancement. In the following it is also given the graphical picture and the detail data percentage in a form of a table.

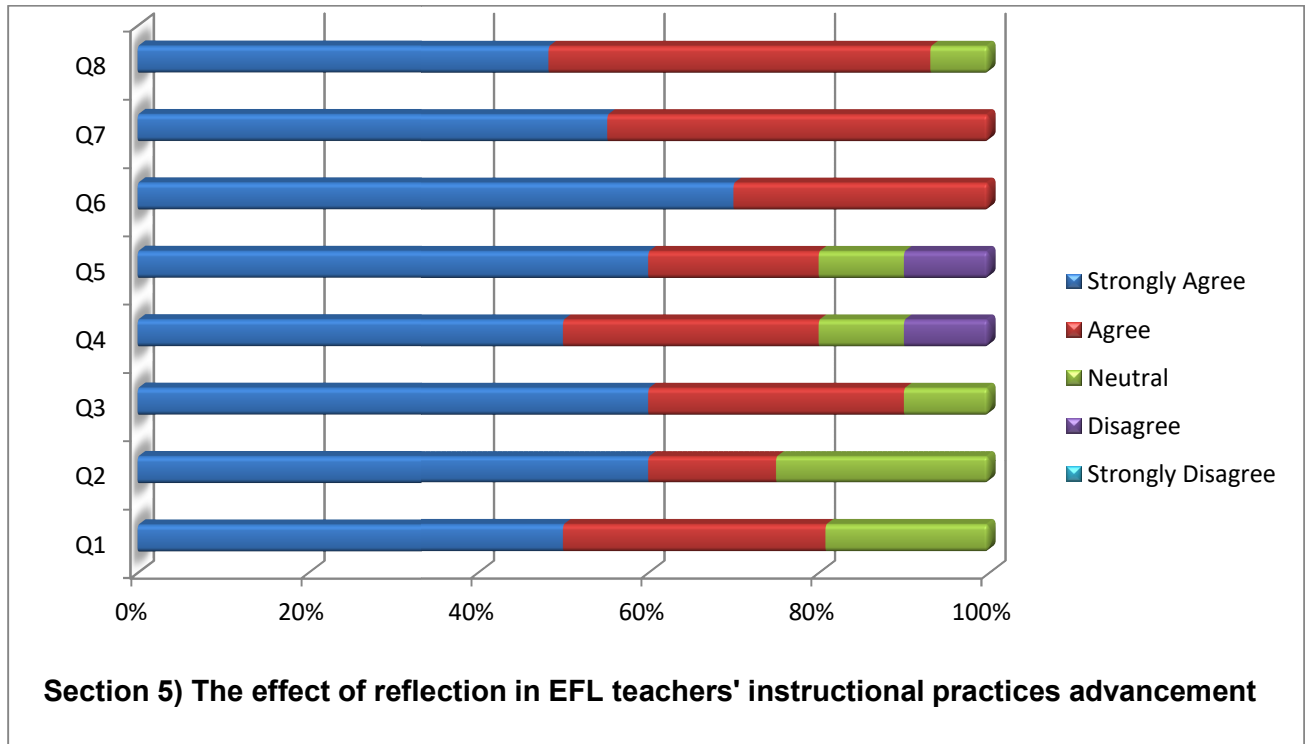


Figure 20. Main study – teacher questionnaire section 5 – answers

The results in detail percentage of this section are as follow:

Regarding the **Q1. “The EFL teacher performance has a direct impact on student learning”** of the fifth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that the EFL teacher performance has a direct impact on student learning;

Regarding the **Q2. “Trying new ideas in an EFL classroom keeps the teacher energized about teaching.”** of the fifth section (60%) of the participants claimed with Strongly Agree, (40%) of

the participants claimed to Agree that trying new ideas in an EFL classroom keeps the teacher energized about teaching;

Regarding the **Q3. “ Upgrading instructional practices is more than necessary.”** of the fifth section (100%) of the participants claimed to Strongly Agree that upgrading instructional practices is more than necessary;

Regarding the **Q4. “There is always a way to improving practices even there are the biggest obstacles to overcome.”** of the fifth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that there is always a way to improving practices even there are the biggest obstacles to overcome;

Regarding the **Q5. “Reflection should be an integral part of everyday basis EFL teaching practices.”** of the fifth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that Reflection should be an integral part of everyday basis EFL teaching practices;

Regarding the **Q6. “Thinking about developing self qualities like instructional practices, communication skills is necessary means toward progress.”** of the fifth section (40%) of the participants claimed with Strongly Agree, (60%) of the participants claimed to Agree that thinking about developing self qualities like instructional practices, communication skills is necessary means toward progress;

Regarding the **Q7. “Providing constructive feedback for learners progress is a meaningful key to EFL teachers’ instructional practices advancement.”** of the fifth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that providing constructive feedback for learners progress is a meaningful key to EFL teachers’ instructional practices advancement;

Regarding the **Q8. “The EFL higher education teacher should aspire instructional advancement”** of the fifth section (20%) of the participants claimed with Strongly Agree, (80%) of the participants claimed to Agree that the EFL higher education teacher should aspire instructional advancement;

Section 6) EFL teachers' personal attitude toward ongoing long – term goals and innovations use in teaching practices through reflection

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.Educational innovations may proceed in many aspects and be outlined in various structures.					
2. The willingness to innovate in teaching EFL may be inspiring and motivational.					
3.Reflection influences positively innovation use in EFL teaching practices at higher education					
4. Reflection impacts positively the connection between content knowledge and teacher academic performance					
5.Setting new goals thoughtfully leads to modifying techniques which makes instructional improvements occur continuously					
6.Reflection empowers EFL teachers to freely set their teaching techniques enhancing rational thinking to new settings					
7.Teacher reflective practices lead EFL learners to insight comprehension and deeper understanding					

Table 11. Section 6 sample of the Teacher Questionnaire

The following is the section 6 responses' summary of teacher participants in the main study. This section consists of seven questions compiled by the researcher with closed multiple choice answers such as (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) to find out and determine to some extent the EFL teachers' personal attitude toward ongoing long – term goals and innovations use in teaching practices through reflection. In the following it is also given the graphical picture and the detail data percentage in a form of a table.

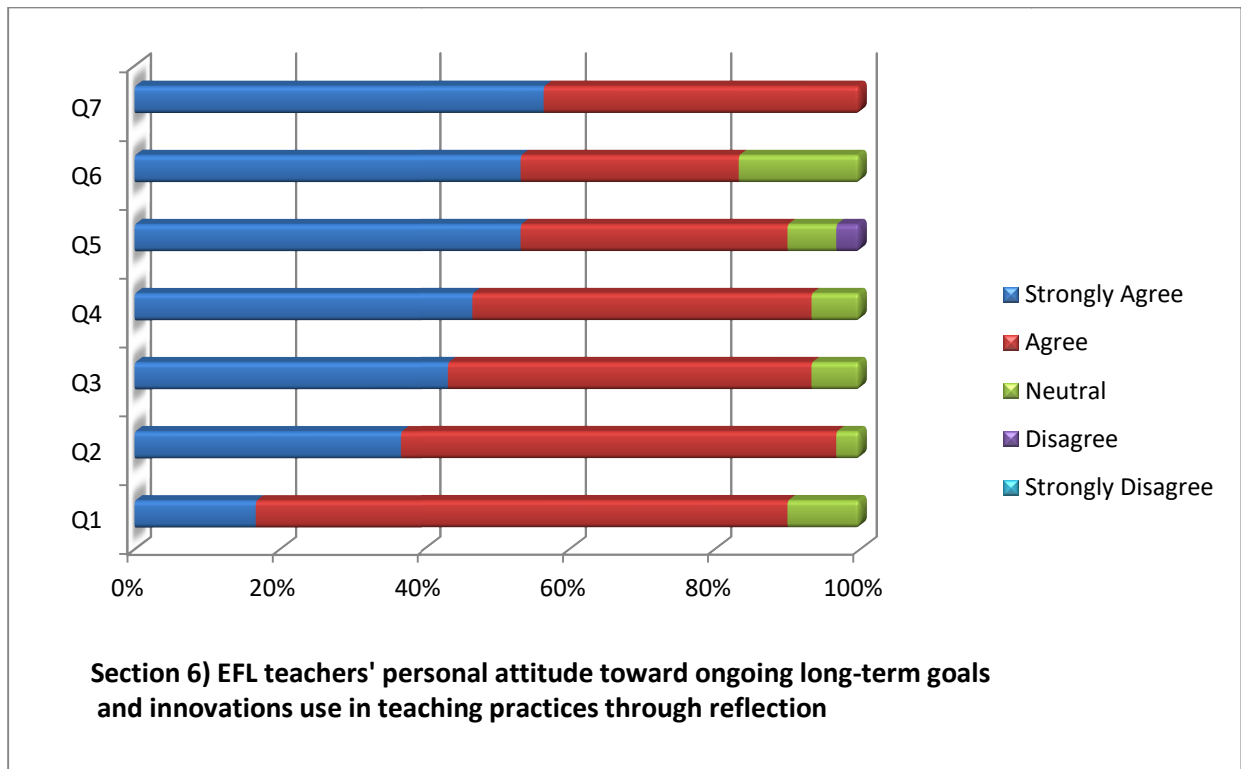


Figure 21. Main study – teacher questionnaire section 6 – answers

The results in detail percentage of this section are as follow:

Regarding the **Q1.** "Educational innovations may proceed in many aspects and be outlined in various structures." of the sixth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that educational innovations may proceed in many aspects and be outlined in various structures;

Regarding the **Q2. "The willingness to innovate in teaching EFL may be inspiring and motivational."** of the sixth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that the willingness to innovate in teaching EFL may be inspiring and motivational;

Regarding the **Q3. "Reflection influences positively innovation use in EFL teaching practices at higher education."** of the sixth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that Reflection influences positively innovation use in EFL teaching practices at higher education;

Regarding the **Q4. "Reflection impacts positively the connection between content knowledge and teacher academic performance."** of the sixth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that Reflection impacts positively the connection between content knowledge and teacher academic performance;

Regarding the **Q5. "Setting new goals thoughtfully leads to modifying techniques which makes instructional improvements occur continuously"** of the sixth section (80%) of the participants claimed with Strongly Agree, (20%) of the participants claimed to Agree that setting new goals thoughtfully leads to modifying techniques which makes instructional improvements occur continuously;

Regarding the **Q6. "Reflection empowers EFL teachers to freely set their teaching techniques enhancing rational thinking to new settings."** of the sixth section (80%) of the participants claimed with Strongly Agree, (20%) of the participants claimed to Agree that Reflection empowers EFL teachers to freely set their teaching techniques enhancing rational thinking to new settings;

Regarding the **Q7. "Teacher reflective practices lead EFL learners to insight comprehension and deeper understanding."** of the sixth section (60%) of the participants claimed with Strongly Agree, (40%) of the participants claimed to Agree that teacher reflective practices lead EFL learners to insight comprehension and deeper understanding;

4.1.2.1 Conclusion

Considering the participants' answers from the above mentioned results it may be concluded that Reflection at higher education has an encouraging impact in instructional teaching practices on account of the academic accomplishment of the students. The EFL higher education teachers at Macedonian institutions practice Reflection as an approach to be flexible according to learner needs on account of professional development according to their learning objectives. The EFL teachers at higher education support reflective practice and its contribution to further EFL learner motivation enhancement. Reflection practice might be a very useful approach in benefit of EFL teachers toward their professional development.

4.1.3. Semi-structured interview feedback and results

In the following we are going to present the semi structured - feedback from some of participants worth mentioning:

Regarding the first question: **“1. Confident teaching is engaging and pleasant. Do you exchange ideas and experiences effectively with your EFL learners and do you encourage dialogue and discussion?”** some of the participants answers are the following:

- P7. I try to encourage dialogue but students are not very comfortable in discussing in English.
- P12. In my everyday teaching practices I always try to encourage friendly discussion topics related to current lesson plan and most of the times or always provide own examples to enhance effectively discussion with my EFL learners.
- P13. I usually exchange ideas and experiences with my students as a warm up beginning and I always try to encourage dialogue and discussion accordingly the topic lesson of the plan program.
- P17. One of the things I am concerned in my EFL classes is to try to be confident and make my students feel relaxed and encourage discussion.
- P18. We always share ideas and experiences with my EFL students.
- P19. I usually start classes in a friendly relationship by sharing ideas and experiences with my students

- P26. Engage in sharing ideas and experiences, addressing with flexibility while students make mistakes take forward the discussion to another level is what I usually do during my teaching practices.
- P28. To take forward the dialogue effectively is an effort I usually practice in my classes. It is a bit difficult since students lack self confidence many times.

Regarding the second question: **"2. Knowing what and how to teach is partial mechanism to the deepness of effective teaching. Do you adjust your EFL teaching responses toward learners' needs on account of bringing to line your own beliefs into teaching practices? (Justify your answer)"** some of the participants' answers are the following:

- P1. I always do. Adjusting your teaching according to the learners' needs has a vital role in the process of designing and carrying out any language teaching.
- P8. Yes, every time. Students come with different beliefs, expectations and levels of knowledge and a teacher has to find the perfect balance for a successful class.
- P10. Teachers always try to adjust materials according to the students needs but bringing to line is a bit difficult because there are too many students the time is too short and there is only one level of textbook in the class, only one set of standards for all. Which I think makes more difficult bringing to line teachers beliefs.
- P13. Believing that we know to teach is a partial component in the system of actions toward effective teaching I consistently try to get to know my student level of knowledge in order to fit in their needs and aspirations.
- P14. Being 100% effective in a mixed level class is really difficult but at some extent I try to adjust my teaching practices according to my students needs.
- P21. To do ones utmost is each and every teacher duty hence without recognizing owns students needs the teacher will neglect being effective.

- P22. I am always based on my beliefs of what techniques am going to use in my classes as a result from knowing my students level of achievement , their gaps and needs
- P29. Effective teaching is a difficult process. I as an EFL teacher try to be effective and recognize my students' gaps, needs and expectations.

Regarding the third question: **"3. Do you believe EFL learners should be lead only through the teacher instructions or do you believe that learners can take responsibility about their own learning?" Why or why not?"** some of the participants' answers are the following:

- P3. I strongly believe in learner autonomy, so Yes, I do encourage learners to take at least partial responsibility for their learning, which, of course is not easy at all.
- P12. According my teaching practices I believe that EFL learners should feel relaxed and comfortable to take responsibility, be independent and lead the learning. This is why do so otherwise I believe that the starting point of the instruction and the steps should be controlled and be lead by the EFL teachers since teacher is the one to direct teaching based in syllabus objectives and aims.
- P13. I believe both should be mixed. Learning a language is more amusing and fun and most important the easier way to learn by mixing methods. I believe that EFL teachers should be flexible and at times to let the learners take responsibility about learning.
- P15. I consider that the teacher is the one who needs to mangle and organize how the class will start and finish.
- P23. I think teacher should take the control of most of the leading and let sometimes some student –centered activities which might help them be more independent and feel confident in using a FL.

- P24. It depends` on the group you teach I support the teacher leading with most of the time even the group of the student is advanced.
- P29. In my opinion the classes should continue to function in charge of the EFL teachers instructions.
- P30. The teacher should be flexible and let the students feel relaxed and confident to lead the learning independently.

Regarding the fourth question: **“4. Considering the fact of the frequency how technology affects education in general, do you take an inquiry stance about instructional practices innovation? (Since there is no need of any special skill to search, experiment and try new teaching techniques, improve mistakes and try again)?”** some of the participants’ answers are the following:

- P6. Yes, sometimes I am trying to use the innovations if they are possible with the conditions we have.
- P11. Although I am aware of the technology influences in daily basis life of our students I sometimes take the inquiry stance and try new teaching approaches to break the routine of my teaching.
- P12. Education in general is affected by technology though the EFL teachers and as such have more opportunities to be attractive and incorporate hi-tech education. I try from time to time to search and be more productive in class, and also at times try to experiment with new techniques as well.
- P13. I usually try to bring innovation in my classes but I don’t experiment with techniques I am not familiar with.
- P14. Living in a routine it sounds quite boring. So I try from time to time to bring innovations in my classes. It makes my work more pleasant and satisfying.
- P17. I usually use internet sources and take inquiry stance to bring innovations in my classes.
- P19. I sometimes try to bring innovations in my classes using internet sources.

- P21. I always strive to use innovations in my teaching EFL
- P23. Yes , I usually use technology in class as well also phone apps, and similar online tools

Regarding the fifth question: **“5. Are you open-minded to new theories, teaching techniques and different forms of instructional practices?”** “some of the participants’ answers are the following:

- P4. Yes, I am willing to test and try out new methods and techniques.
- P8. Not every method is doable but If I come across something that may be helpful, I am totally ok to use it
- P12. I consider myself as open minded but in fact how the reality of my everyday routine not that active into trying new theories, techniques and instructional practices.
- P14. I believe I am. Since my teaching career I am in a pursuit of innovations and usage of new techniques recommended by scholars.
- P17. I would try a new technique which is new and effective
- P20. I am open but I would not risk to try any new method without having a background information
- P26. I usually try to mix techniques and I am open to new theories.
- P27. New theories are welcome since the education is always in progress and I ‘d like to learn more about at new effective practice.
- P30. I am always looking for more.

Regarding the sixth question: **“ 6. Do you try to obtain new instructional outlook by searching new approaches and grow from your own experience?”** some of the participants’ answers are the following:

- P11. From time to time during my experience I consider I have reflected and changed in a good sense of meaning. My instructional teaching outlook has been refreshed though.

- P14. I think I am and try to search and change from time to time my instructional performance and develop myself professionally.
- P15. I am in a continuous curiosity of searching new opportunities.
- P20. I always consider new ideas and try to search new approaches and teaching practices.
- P21. Changing perspectives about attitudes and teaching practices is more than necessary in teaching EFL since there are always different requirements and needs.
- P22. I am trying to follow innovations in education, since technology has affected so much the student attention
- P23. Striving to be motivational and convincing is a way of growing from my experience.
- P25. During the years of my work as an EFL teacher I have changed and I am willing to change and grow professionally.
- P28. Yes I try to get to change my teaching practices and use innovations
- P29. Bring innovations, being open- minded and trying to grow from experience is necessary in being effective to fit in own students expectations.

Regarding the seventh question: “ **7. Are you flexible about new opportunities and other ways of your routine instructional practices?**” some of the participants’ answers are the following:

- P8. I try my best to be flexible about new opportunities and other ways of routine instructional practices.
- P11. I think I am flexible and willing to try other ways to break my base routine of instructional practices.
- P15. I do not use innovations usually but I would try new techniques methodology
- P19. Opportunities make new possible ways toward achievement, so I try to be open.
- P21. New opportunities make other approaches possible therefore I try to be open.
- P23. I think that new opportunities make the teaching more fun and amusing. It breaks the routine.
- P26. If I would get to know about new effective technique I’d try it.

- P27. Opportunities lead us to new doors of valuable sources.
- P29. Yes. I usually try to break my routine of teaching practices.

Regarding the eighth question:“ **8. Do you get encouraged yourself to reflect on past experiences and think about opportunities, to take-up initiatives and support EFL teaching goals to new settings?**” some of the participants’ answers are the following:

- P3. That is the developing teachers’ duty and the lifelong learner's too.
- P4. I always reflect on the classes I teach, not only the ones which are really successful but also those classes when things do not go according to plan.
- P11. I always reflect on my past experiences and try to take up initiatives and advocate teaching goals to new settings
- P14. I usually get encouraged myself because I want to grow from my experience and I think of new opportunities.
- P17. I always reflect on my past experiences but not always have time to change the EFL teaching aims and goals to new settings.
- P18. I usually get encouraged to provide increased quality effectiveness opportunities and make knowledge acquirement more fun.
- P19. Well, I usually reflect on my past experiences and I can say that I take Up new resourceful web-sites which I consider worth using in my EFL teaching practices.
- P29. Yes, I often reflect on my pas teaching experiences and think of using new approaches

Regarding the ninth question:“ **9. Do you unfold a positive mindset of searching for changes and thoughtfully consider willingness to seek instructional practices improvement?**” some of the participants’ answers are the following:

- P4. I am always on the lookout for possibilities for professional development.

- P7. Of course, we should be aware of new trends and developments in teaching, respectively, always willing to seek improvement.
- P10. Considering the changing groups of EFL learners I realize that the need for change is more than necessary so instructional practices that I use sometimes need improvement approach and I have thoughtfully tried to change according to my EFL learners' needs.
- P13. I think there are always ways of doing things better. Considering education I have the good will to change and seek for improvement
- P14. I try to develop and bring out changes in my EFL classes I think change is a must nowadays
- P16. Responding and interpreting positively on situations concerning EFL classes is done by having the good will to improve professionally.
- P20. Maintaining the positivity toward changes it's not that easy to achieve nowadays
- P23. I always consider own practices and try to improve and fit my learners' needs.

Regarding the tenth question: “ **10. How can teachers change and become more reflective about their own teaching?**” some of the participants' answers are the following:

- P2. One practical way is to keep a diary and list out possible reasons for success or failure and possible alternative approaches.
- P5. Well, by attending different trainings and following as much as possible new trends in teaching.
- P6. Through systematic process of collecting, recording or examining own experiences
- P10. An EFL learner might positively change by looking back to own practices and critically judge own experiences otherwise the critics by sb else would look offensive and hurt to some point. It would be nicer to judge own self and improve , that's how one can enjoy own practices results an achieve self-satisfaction, by considering own teaching practices and managing to give their best in order to raise quality teaching and seek professional development.
- P12 Having the good will to seek own improvement

- P21. Be conscious about own student needs and try to change practice accordingly own L2 needs and expectations
- P26. By judging own self about possible past mistakes and try to improve own self
- P27 .reflection is a lifelong process. Recognizing own weakness and overcome difficulties and seek for better version of own self is the way an EFL teacher can become a reflective teacher.
- P29.Change sounds very difficult to achieve. I think this can be done by encouraging own self to be more productive, reconsider own teaching practices positively and seek to try to so things better and seek own development

Regarding the eleventh question:“**11. Does highlighting own strengths and recognizing own weakness is a way of becoming reflective teacher?**” some of the participants’ answers are the following:

- P5. Noticing strengths and weaknesses is a crucial aspect of reflective teaching. Also trying to find ways to work on their own weakness but accepting that there are weaknesses is the first step.
- P6. I strongly agree that knowing our weakness and trying to improve them helps a lot.
- P9. Yes I believe recognizing own weakness and dysfunction of own practices might help in trying other approaches and see better results
- P14. To be effective each and every EFL teacher should recognise own weakness
- P18. It is of the great significance to recognize what did not working your own classes
- P22. Yes. Every EFL teacher should highlight own strength and weakness
- P30. I consider a key feature to success is recognizing own weakness and strength

Regarding the twelfth question:“ **12. Are you motivated and inspired person concerning colleagues’ provocations like shared teaching ideas, instructional practices and teaching experiences?**” some of the participants’ answers are the following:

- P4. Given the circumstances, the Balkan mentality, where everyone knows everything. Why bother. NO!!!!
- P6. The practice of sharing ideas, asking for and giving suggestions and trying them out is very beneficial and should be strongly encouraged among EFL teachers.
- P10. Motivation at our working environment is not that present, sometimes we share problems and ideas but rarely
- P11. Not usually, the willingness to share teaching ideas is not that present in our get together meaning.
- P16. In our get together colleague are not shared ideas
- P17. We don't share e experiences and ideas
- P22. We always share ideas in conferences
- P30. Not always ideas are shared but we are friendly and sometimes ask each other ideas how to be more effective.

Regarding the thirteenth question:“ **13. Are you willing to take risks and experiment even if you encounter bias?**” some of the participants' answers are the following:

- P3. Yes, I always do challenge myself.
- P4. Yes, as I have already mentioned above, I am very frequently ready and willing to experiment with new approaches, techniques and methods in day-to-day teaching.
- P9. Yes, if we want to come to a conclusion or result, I think we should take risks.
- P20. I don't usually take risks concerning teaching
- P29. I always share teaching experiences and discuss about trying new approaches.

Regarding the fourteenth question:“**14. Do you aspire and demonstrate conducts which promote intense desire to professional learning like inspiring interest, devotion, curiosity and professional reflection?**” some of the participants' answers are the following:

- P6. I always try to find ways to improve my teaching practice.

- P10. Yes, at times I am intensely inspired and motivated to encourage learning environment.
- P11. I reflect devotion and promote it
- P12. I try to be inspirational and motivational
- P13. No, am not encouraged from my colleagues' provocations concerning teaching.
- P26. I learn and try to learn new things and concerning my EFL teaching practices. I try to be innovative.
- P27. We share teaching experiences very often between colleagues

Regarding the fifteenth question:“ **15. Do you implement new practices to encourage your EFL learners to use common sense, critical thinking and prosperity towards academic progress?”** some of the participants' answers are the following:

- P1.Critical thinking means making reasoned judgments that are logical and well-thought out.
- P3.Critical thinking is crucial in mastering the target language and wider academic progress.
- P6.Knowing that this is key to effective teaching, I always try and do my best to make use of new practices in teaching.
- P12.I usually try to enhance my students critical thinking and lead them toward prosperity and academic progress
- P16. Depending the EFL learners individual common sense
- P17. Yes I usually implement teaching practices in order to make the learners to use the common sense and think critically in English
- P23. It doesn't have to always implement new practices to enhance critical thinking and yes I try to mix teaching practices
- P27. Yes I usually try to encourage my EFL earners to use their common sense and think critically about different topics and issues.

4.1.3.1 Conclusion – semi structured interview

Considering the participants' answers from the above mentioned results it may be concluded that the EFL teachers at higher education in Macedonian institutions try to encourage dialogue in a friendly discussion, share ideas and experiences and most importantly they assert that they take every effort to be effective and enhance confidence even L2 learners feel uncomfortable from time to time. As has been noted in the above results data, the EFL teachers adjust their teaching according to learners needs, even though it is difficult being effective in mixed level classes. They try to fit in their students' gaps and needs and they strongly believe in learner autonomy and encourage learners to take responsibility for their learning at times, most of them support teacher-centered management in harmony with learner independence to take actions and responsibilities.

On the whole, they try to be open - minded and have the good will to try new methods concerning trying new theories, techniques and teaching practices and use innovations through technology and be more productive and attractive while teaching EFL as well. Generally speaking, considering change, searching new teaching approaches, and seeking professional development, as can be seen in the results above, the EFL teachers at higher education in Macedonia have the good will to try and to give their best to be flexible about new opportunities and other ways of routine instructional practices. Furthermore the results convey that EFL teachers at higher education in Macedonia try to reflect on their own past experiences and to provide increased quality effectiveness opportunities and make knowledge acquirement more interesting and fun and have the good will to seek improvement, follow new trends and developments in teaching since there are always ways of doing things better. They also claim that change is necessary and reflection as a lifelong process makes teachers recognise their own weakness and overcome difficulties and seek for better version of themselves.

Moreover, the EFL teachers at higher education in Macedonia highlight self awareness of the fact that noticing their own strengths and weaknesses is a crucial aspect of becoming reflective teachers. Regardless of the fact that they are not always motivated concerning sharing ideas, asking for and giving suggestions concerning teaching practices, they assert to challenge themselves; discuss about trying new approaches; promoting devotion and trying to improve

their teaching practices; enhance motivation to EFL learners; and trying to encourage the EFL learners to use their common sense and think critically about different topics and issues.

4.1.4 The third instrument – the reflection journal analysis feedback and results

In the following we will present and discuss the reflection analysis from the EFL teacher participants. In this instrument were included 10 participants 7 females and 3 males. It was handed the guiding questions for writing a reflection paper which was adopted by Ashraf, Hamid & Samir, Aynaz & Tabatabaee-Yazdi, Mona. (2016). Reflective Teaching Practice in an EFL Context: A Qualitative Study, p.52

The following are the guiding questions for writing a reflection paper:

1.	“Do you write about your teaching experiences in a diary or a notebook?”,
2.	“Do you talk about your classroom experiences with your colleagues and seek their advice/feedback?”
3.	“Do you discuss practical/theoretical issues with your colleagues?”
4.	“Do you observe other teachers’ classrooms to learn about their efficient practices?”
5.	“Do you establish a clear set class rules and behaviors for your students to follow?”

Table 12. Reflection Journal questionnaire, Adopted from: Ashraf, Hamid & Samir, Aynaz & Tabatabaee-Yazdi, Mona. (2016). Reflective Teaching Practice in an EFL Context: A Qualitative Study, p.52

Regarding the first question of the reflection paper: **Q1 “Do you write about your teaching experiences in a diary or a notebook?”** Some of the participants’ responses were as follow:

- P2. Yes, I take notes in my notebook in order to see if everything I did was right, and I also ask for a feedback from experienced teachers.
- P8. Personally, I write about everything that is related about every experience (positive or negative) I try to write in my notebook because there is a chance to change or add

something valuable to make my students learn more or to make myself a better teacher.

- P10. Yes I write my teaching experiences in a notebook. We face with different situations, different challenges that we must solve them wisely, so my must take notes.

Regarding the second question of the reflection paper: **Q2. “Do you talk about your classroom experiences with your colleagues and seek their advice/feedback?”** Some of the participants’ responses were as follow:

- P1. Only with those that I think are fair, have no jealousy and are professional in their work likewise they can evaluate mine. Without feedback we cannot improve.
- P3. I talk with my colleagues about methods or strategies they use with certain materials, or the way they use to solve problems with those students that are not very active in the classroom
- P4. A feedback advice is always welcome when comes to teaching students. There can be experiences that not every one of us is familiar with and doesn’t know how to react towards it. Taking advices from colleagues is a positive thing to do. During my career experience I have had many occasions where we did take other colleagues’ opinions and advices.
- P9. Always, two minds are better than one. We always discuss about the new methods or new material which we might include. We discuss about students as well and how to approach different teaching performances.
- P10. We usually meet with our colleagues once in a week and we discuss about our experiences, about our strengths and weakness which is very productive and helpful in improving teaching.

As we can notice the participants express the relevance of sharing experiences, ideas and advices and feedback in improving the effectiveness of teaching quality.

Regarding the third question of thereflection paper:**Q3. “Do you discuss practical/theoretical issues with your colleagues?”** some of the participants responses were as follow:

- P2. Practical issues are very important in my teaching system so I always discuss them with my colleagues.
- P5. Well, there at times when I discuss practical / theoretical issues with my colleagues, especially during exams in order to get to know how to evaluate my students better.
- P9. If I consider a teaching practice which might work I always share it with my colleagues and many of us do so. Although we have different opinions we are helpful to each other many times.
- P10. I usually tend to talk about practical/ theoretical issues with our colleagues when I consider I should be more effective and productive.

Regarding the fourth question of thereflection paper: **Q4. “Do you observe other teachers’ classrooms to learn about their efficient practices?”** some of the participants responses were as follow:

- P1. No. I don’t every teacher teaches in its own manner. Everyone is unique in is own style of teaching.
- P4. Yes there are always good sides in observing other teachers’ methods and make comparison with your own. There you can find gaps, poor methods, as well as good methods worth applying with your students while teaching.
- P8. Every teacher has its own way of teaching. I keep stick at my own, I just prefer to take opinions and then decide what is correct and worth practicing during my classes.

Regarding the fourth question of thereflection paper: **Q5 Do you establish a clear set class rules and behaviors for your students to follow?”**some of the participants responses were as follow:

- P3. Yes. Especially at the beginning of the class because I think that would make more strategic the whole class itself.
- P4. Normally, there must be some kind of rules in order the student know the limit of every activity that they get involved in. uncontrolled behaviors can have their negative effect to students around, so in order to operate in good way there must be rules and behaviors to follow

- P5. Well, there are certain rules I have in my class... I let them feel relaxed before we share ideas and experiences related to the current lesson topic.
- P7. Yes, I like to put rules in my class and I think every teacher should do so in this way to avoid the each possible mess and misleading of the right EFL classes.

4.1.4.1 Conclusion – reflection analysis journal

Based on the participants' answers from the above mentioned results it may be concluded that one of the EFL teachers' frequent concerns is to get feedback from past experiences in order to improve progress and be more efficient. The EFL teachers at higher education highlight the need to share teaching experiences and seek advice and feedback as well, in order to be updated and as efficient as possible in their teaching performances within EFL classes. They relate the need to discuss practical/theoretical issues regarding insecurities and doubts about introducing a new method. Moreover, the need to set clear rules is more than necessary in order to avoid misleading of the teaching process itself. To sum up the EFL teachers' status toward their own ability of doing things as good as possible is highlighted, as well as being flexible in taking opinions and observing other teachers in order to get to learn more from other colleagues.

Chapter 5 - Main study analysis and results

5.1 Introduction

This chapter presents the EFL teacher professional reflection status at higher education Macedonian institutions settings. In this chapter we will discuss the overall findings of the current research and obtained results through three data collection instruments: the teacher questionnaire, the semi – structured interview and the self-reflection journal analysis. We will try to do a brief discussion of the overall study instruments; furthermore the discussion will focus specifically in each and every instrument data results; moreover will try to find and discuss the common points of all three study instruments; ultimately we will point out some frequent pedagogical limitations and implications of the overall findings.

5.2. Overall discussion of obtained data

In view of the common use of the description of reflection in higher education settings, the EFL teachers are not usually trained to utilize their knowledge through reflection practices. This PhD study has used instruments trying to go through ways and valid analysis and EFL teacher's statements of data results. We did rely on three instruments presented in the previous chapter. The data is analyzed in terms of the feedback related to teaching EFL instructional management; maintaining a continuous life - long reflective practices; and conveying a sensibility indicating professional improvement while teaching EFL at higher education Macedonian institutions. Based on the statements of the higher education practitioners engaged in reflective practice, this PhD study data instruments demonstrate that reflective practices can develop the current EFL teacher knowledge at higher education in the context of contributing to the ongoing reflective practice; henceforth serve as part of a path aimed at improving EFL instructional practices. Moreover it marks intended personal and professional fulfillment with the target collaboration among academic colleagues as a result contribute to the contemporary up to date reflective practices resulting in potential EFL student higher success. Given these points, in order to maximise the effectiveness of our findings, we did rely on the study instruments based on the chapter 2 of a selected literature review which endorse the EFL teacher education; the EFL teaching approaches that break the routine of the status

quo; selected literature that support fostering inquiry and reflection practices; and promoting a true collaboration and curriculum integration in a more constructive and fruitful FL outcome. As a means of a broadly theoretical literature to improve the EFL teacher instructional practices and thus academic achievement, the EFL teacher's personal pedagogical beliefs take crucial part in shaping the EFL teaching opportunities. Identifying the thinking processes of foreign language learners as far as possible is relevant in searching new ways of teaching approaches to EFL students through reflection practices. With regard to the very need to embrace and follow worthwhile learning experiences the EFL teachers need to continuously broaden their knowledge of extra sources rather than base books, to be able to select, to incorporate and to develop new pedagogies in their instructional practices.

5.2.1. Teacher questionnaire analysis data results

The role of reflection in EFL teaching has provoked an increasing interest among higher education teachers. As presented in chapter 2, numerous scholars have suggested that progress through reflection practices provides prosperous learning opportunities. The present study instrument was conducted to examine whether there is a correlation between EFL teacher abilities to self-reflect towards EFL teacher academic achievement, and if there is inclination of awareness to improve and grow through the path of temptations in engaging in continuous reflective teaching practices. Data collected was presented in the previous chapter. The findings indicate that the EFL teacher self-reflection instructional practices are helpful in terms of university students become more effective in their academic accomplishment. Based on this instrument analysis, it was noticed increasing tendency in suggesting self-reflection as effective in improving student learning; and the EFL teachers do demonstrate progress in instructional teaching practices resulting in improvements in academic performance. A reasonable rationale for the findings might be that there is a possibility that the relationship between EFL teacher self-reflection and their academic performance needs greater awareness of cognitive approaches to develop more constructive and alternative strategies of related knowledge. Another powerless possibility might be that the inter-relationship between self-reflection and academic performance is endorsed for the reasons of particular EFL teachers are somewhat

skeptic in self-reflecting at some instances. A possible explanation for our findings is that a correlation exists between EFL teacher self-reflection and academic performance which is reflected as an improvement in students' classroom performance as a consequence of the EFL teacher academic performance in attaining better academic achievement. Nevertheless, in terms of the EFL teacher continuous commitment one of the rationale discussions might be that the relationship between self-reflection and academic performance in this instrument finding in the results obtained would reveal variability by the particular six sections content analysis approach of EFL teachers' responses. Based on the findings, in particular as this PhD study has demonstrated teachers' ability to confront and respond to the task of reflecting on their own instructional performance change; to focus on students' strengths and weaknesses EFL teachers become more aware of the value of their ability to self-reflect while teaching EFL and its potential opportunities for professional development. Ultimately this study instrument acknowledged that EFL teachers at higher education can and should be educated how to reflect in meaningful, deep and transformative instructional approaches. It also highlighted the thoughtful opportunities used by reflecting and doing as presented in the related literature of the chapter.

5.2.2. Semi - structured interview analysis data results

This study instrument investigated the systematic attempts of the EFL teachers' practices in university settings depicting the teacher cognition evolution; changing EFL teacher practices; and recent developments in effective instructional practices. 30 EFL teachers were given to explain their feedback practices in semi-structured interviews. The EFL teachers seem to be willing to experiment with a broader scope of related knowledge; they identified their good will to change instructional practices in order to develop professionally; they appear to make their personal instructional practices based on the effectiveness of the principle of improving student academic performance and teaching based on their own students' needs and requirements. Outcomes of the analysis reveal that the EFL teachers at higher education reflect critically on their past teaching experiences, instructional strategies

and the EFL student outcome results. Discussing the findings analysis of this data instrument, the results indicate that self-reflection while teaching EFL lead to improvements in academic performance although to a limited extent. The data results offers evidence that professional improvements reveals the EFL teacher goals toward academic commitment to the highest level of reflection to transform their teaching performance practices in order to fill the possible gaps EFL learners display.

5.2.3. Self - Reflection journal analysis data results

The use of a Self Reflection journal is considered to be a tool which allows EFL teachers to critically analyse, evaluate and reconstruct their instructional strategies. The literature notifies about the positive impact of reflection journal keeping in academic performances. Based on the third instrument, the professional knowledge indicates a relational growth between colleagues. The emphasis of being a university lecturer lays necessarily in maintaining a variety in instructional performances and sharing experiences with the teaching community, hence “two heads can be much better than one” (Davis, Sumara & Luce-Kapler, 2008, p. 69). Evolving challenging approaches enhanced by mutual interest is an active process of thinking-in-action within EFL teacher education community setting, “through respectful dialogue and conversations with multiple others, individuals come to know themselves and others, to know what they know and to construct professional identities” (Beattie, 2000, p. 4). Journal keeping seems to facilitate EFL teachers in a variety of ways as new knowledge from other domains attempts enhancing awareness in making regularly teaching decisions based on collegial interaction, dialogic learning and self - inquiry research proceedings which enables stimulating new learning experiences. Regarding the rationale for doing things differently, additionally, we will try to use the Johari Window to express the aspects of reflection journal keeping as indicated in the third instrument of this PhD paper. The descriptors help analysing the compelling dynamic of professional reflections. On behalf of the ways to build self-awareness in order to prosper and to enjoy the benefits of reflection journal keeping we will try to describe it better through Johari Window.

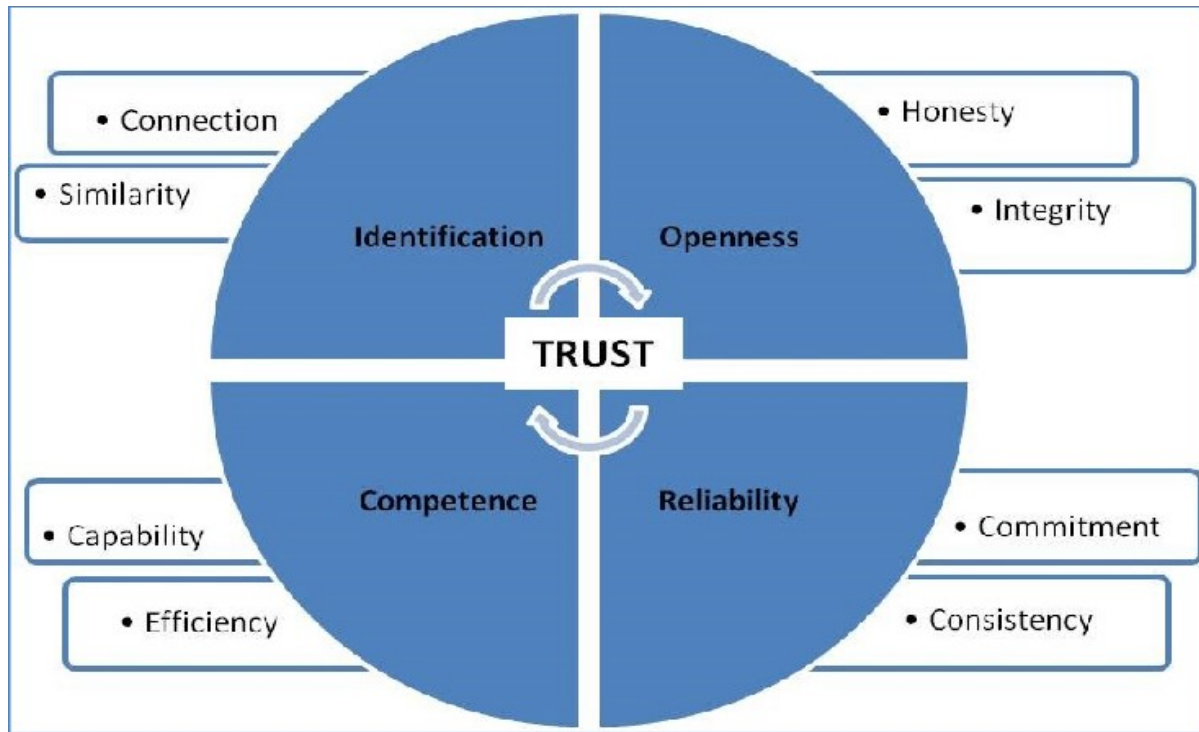


Figure 22: The Johari Window – how to use the Johare window to build self - awareness: modified by Ab Aziz, NorShakirah & Ahmad, Rohiza & Panneer Selvam, Dhanapal Durai Dominic. (2016).

In my opinion, in order to build a mutual trust between teaching communities at university level, I find strong synergic interaction between the four components of Johari Window highlighting “trust” as essential in each professional development involvement. As Ryan (2013) claims, “In treating ‘self’ as a subject of critical study in relation to others and the contextual conditions of study or work, ‘lifelong learning’ can be fostered” (p. 145). The evolution of core EFL teaching approaches at higher education settings in order to build a “trust” requires honesty to integrate own core teaching instructional strategies; Accuracy, to consistently use new knowledge toward ultimate commitment; Competence to be capable to use efficiently new opportunities; Identification, the expertise of endorsing ongoing enhancing learning opportunities through dialogical and expansive learning onward professional development. All of these components through chronological professional development and teaching responsibilities in the context of individual and community professional development lead to smarter ways of ideas for research, broader perspectives and keener insights. Moreover,

Research data of this instrument shows that collaboration has a positive impact on the changing teaching climate at university level highlighting the opportunities to learn from teaching community as leadership facilitator which enables new approaches to take action engaged in reflection practices. Given these points, as has been generally known that collaboration is more productive and fulfilling, each and every EFL teacher should contribute in maintaining collective mindsets and collegial dialogues and actively pursue own course in harmony with potential opportunities.

5.3 Common points of overall main study data

In the following we are going to discuss the common points of the three data instruments indicated in chapter 4.

Common point 1: Decision making independency based on the pre existing believes

It has been claimed that learning how to teach is a very complex and a different kind of learning which requires a continuous experimental and adoption of new knowledge and instructional practices in the classroom (Calderhead, 1991). In addition, empirical data of this instrument show that teacher knowledge is related to pre - existing knowledge which can be developed continuously, and decision – making independency based on the pre-existing beliefs functioning on proper quality teaching opportunities. The relevance of this point is that these beliefs serve as a “conceptual map” that guide the EFL teacher instructional decisions toward a more effective and quality practices (Borko & Putnam, 1996). The EFL teacher knowledge translation to practice at higher education settings is a very difficult issue to investigate, analyse and discuss. As in EFL teacher professional improvement settings; teacher questionnaires; semi structured interviews and reflection journals data feedback are all significant sources of information that mirror the influenced view by a greater power of teacher independency following opportunities as a result of the task of pre-existing beliefs in decision-making and reflecting upon teaching. In addition, analyses revealed that teachers’ knowledge and their pre-existing beliefs function as filters through which they come to decision making independency based on the pre - existing beliefs. Hence, they determine how employing higher instructional quality takes advantage in teaching particular EFL pedagogical content knowledge; therefore

based on their choice of teaching strategies they implement approaches for improvement according to their own identified beliefs, decoding and adopting instructional performances correspondingly to each and every student need and requirements. Results also claim that in order to make pedagogical decisions, it requires efforts to meet the ultimate reform to make significant essential changes. Therefore EFL teachers who are willing to teach in new ways must challenge their pre-existing beliefs to complex knowledge to be committed in more effective teaching which leads to the inquiry stance how to develop existing knowledge and beliefs since it helps to connect relevant resources regardless of constraints on change. Concerning this issue, it is important for teachers to identify with alternative resources to inquire and integrate the current existing theoretical framework by providing development opportunities for their students through which will further facilitate and change significant targets and conducting ultimate change of the process itself. Another aspect of this point concerns the ways in which researchers consider EFL teachers' instructional practices intending to prevail the complexity of changes in teachers' prior knowledge, pre – existing beliefs, instructional practices and professional development across the domains using multiple data sources. In addition, regarding the role of EFL teachers' pre-existing knowledge and decision making independency, this PhD study data evidence argues the dependency of current EFL teachers' knowledge as compelling which will necessarily develop instructional practices encouraging current reforms at higher education settings.

Common point 2: Take up to date opportunities teacher's initiatives

As we already know, teachers' core knowledge is not passive and unchangeable for new knowledge emerges from research inquiries or is shared through professional communities. As EFL teachers are expected to emerge new relevant knowledge from their core professional practice and to regularly update it, knowledge approaches should be processed, adjusted and transformed into practice. Knowledge is a dynamic productive complex system in which numerous factors work together to shape the EFL teachers' knowledge. This points out the importance of empowering teacher themselves to take charge and enable deep and meaningful teaching practices. Trying to make sense of teaching experiences in relation to individual take

up initiatives provides a significant connection between the reflection and professional identity development (Wong, 2009). The discussion of this study data common point indicates engagement in particular input awareness, indeed the task is about to attempt to take up to date opportunities initiatives and influence deep engagement prevailing effective principles and standards. At the extent of professional development integrity the EFL teachers experience greater growth as practitioners and in their ability to reflect in transformative ways about instructional practices facilitating change. Findings also indicate that an action research initiative leads EFL teachers to certain rationales of practices with developing competences to make profound decisions based on their FL learners needs. Teaching EFL at higher education settings is a matter of demands that teachers be aware of the need for flexibility while teaching and reflection is an ideal approach in this regard. Moreover, as discussed in chapter 2, reflective practice has two significant aspects referred as reflection-in-action and reflection-on-action (Schön, 1983). Reflection-in-action is individual and it concerns with self-improving based on self awareness thus, as exploring the teacher instructional up-to-date practices concerning current empirical data of this PhD it can be considered as an indicator of teacher quality providing a broader scope of knowledge which leads to the diverse cognitive dimensions of overall professional competence and student learning outcomes so far; whereas Reflection-on-action occurs afterward and is collective and its target is intentional change. Hence both aspect are necessarily relevant in professional development settings, thus the attribute of this aspect of instructional practices that come out with particular adjustments indicate adopting revolutionary changes in collaboration with colleagues by following second ideas rather than focussing on only individual ideas which proceeds to ultimate commitment as two heads are always better than one. In spite of teachers latest dilemma to meet the current expectations since implications for teacher education are increasingly dynamic and knowledge-based which require innovative and evidence-based teaching practices, the scope of this common point was to discuss and analyse the theoretical and empirical data and to make an outline of how it functions the teaching-learning process in the context of higher education settings. As teaching is a greatly complex cognitive means, the EFL teachers necessarily adopt knowledge from various domains (Resnick 1987; Leinhardt & Greeno, 1986; Wilson, Shulman, & Richert, 1988).

Therefore, the increasing demands concerning EFL teaching processes points out deeper and thoughtful reform involvement in development of knowledge generation, instructional management and knowledge translation to effective practice. The research shows that EFL teachers at higher education are effective at helping their students learn successfully because of the take up to date opportunities initiatives in improving teaching corresponding the scope and depth of the knowledge reforms that indicates that the quality of teachers' knowledge is connected with having access to opportunities to a broader content.

Common point 3: The EFL teacher development supportive objectives

Surely experienced teachers are more likely to be flexible while teaching practices and when attempting to incorporate ongoing critically reflective instructional activities, it should be given supportive mindful feedback from well - informed and more experienced colleagues to increase students' learning outcome. As new opportunities emerge from inquiry and are conceived or shared through professional communities, the EFL teachers are expected to operate and evolve their core teaching strategies and to regularly update their current believes and practices as well. Models such as Professional Development mentioned in chapter 2 convey the relevance of knowledge transformation as the need to be effective one must develop in order to better facilitate the integration. EFL teachers at many instances make decisions based on their awareness and perspectives being more rationale concerning these decisions are when the reflective practices takes action. In fact, this is the main idea behind the concept of professional learning, to foster integrity by being objective about your own teaching practices. Instruction is also a wide concept which refers to being able to use and organize diverse instructional strategies and techniques. The power to improve quality and to reflect upon opportunities not only increases awareness of individual capacities but also facilitates the availability of different practices which increases the discussion of collegial best practices. Moreover, reflecting on areas that need improvement in teaching practice enables EFL teachers to grow professionally and thus exploring new information extends the benefit of professional development. In terms of teacher improvement, concerning the EFL teacher development teachers should provide opportunities progressively from a perspective of gradual improvement; the desire for

innovation should explicitly be focused at broader scope to including diversity in their practices; upgrade standards and promote clear-cut teaching performance. A particular objective of knowledge on teaching methods is an important aspect of adapting teaching methods to the individual needs (Tomlinson, 1999). In terms of the teachers' capacity in responding the individual students' needs including innovative resources as shown in this PhD data study instruments analysis such as teachers effort using appropriate strategies engaging in ongoing challenging transformative learning. Another relevant aspect of this point is consciously thinking about the instructional practices making individual notes about particulars that didn't work well in order to promote effective and deeper intentional improvement. By processing teachers' resorted notes of the day provides a journal that reveals individual beliefs, teaching ideology and individual teaching practices evolution. Moreover it enables reflection on action with a tendency of goal-creation to discuss and share collaboratively experiences, innovations and personal insights which can be turned into influential professional development opportunities. To sum up, empowering teacher collaboration with supportive and encouraging trust benefits maintaining ongoing reform stimulation of effective translation of knowledge into practice.

5.4 Frequent pedagogical boundaries and implications of the overall findings

The significance of improving student outcomes lies in the fact of previously improving the teaching quality which has an impact on student achievement learning perspectives. The EFL teachers at higher education necessarily learn about new instructional strategies and search for ideas in meaningful and supportive contexts such as challenging developing new practices that will maximize their current knowledge development. In terms of a more beneficial teaching performance, the EFL teachers are expected to process new knowledge and to regularly update their core professional practice in order to make available explicit and effective inputs which are expected to be delivered in diverse performances. The term change in this PhD paper is interpreted as new knowledge whereas including new instructional strategies while teaching EFL is interpreted as operation to generate a cognitive change in the learner's experience. The concept of "adaptive instruction" discussed by various scholars is an example of a more

intentional and goal-directed knowledge growth. In particular the instruments used in this research aimed to investigate and provide insight into theoretical and empirical inquiry to what extent the EFL knowledge is up-to-date regarding: teachers' cognitive dimensions; teachers' beliefs related to their teaching motivation; teachers' instructional impact on the EFL student learning outcome; and teachers' overall professional competence up-to-date knowledge. Frequent pedagogical boundaries bias lay in the fact that the instruments used in this research show the analytical potential in exploring teachers' professional competence. With the intention of the general content knowledge implications in EFL teacher development it is important to distinguish quality teaching influence in order to effect change in practice. To point out the knowledge produced through reflective matters represents what Shulman (1897) discusses as "uniquely the province of teachers, their own special form of professional understanding" (Shulman, 1987, p. 8) which depicts the value of instructional quality transformation from different dimensional domains of knowledge facilitating an integrated recognition of knowledge development. Henceforth, bearing in mind the indications that influence the professional development may end up with knowing powerful approaches in EFL teacher education in benefit of students' desired outcome. Moreover, with awareness to the significance of EFL teacher' connection of knowledge and beliefs, some implications for teacher education might address research teacher efforts on reform as indicated in the chapter 2 literature in the context of helping teachers learn to teach in new ways by helping teachers examine their pre-existing knowledge and beliefs and establishing multidimensional instructional practices in meaningful contexts.

5.5 Conclusion

Although at University level students provide their already developed cognition, self motivation, requirements and expectations, the teacher still has a crucial role in the process of student learning. The EFL teacher in higher education is in charge of a far – reaching and deeper methodologies which are not easy tasks to carry out. It requires hard work, self - motivation, consistency and commitment. Moreover, reported data feedback from three instruments conducted within several classrooms oriented strategies to go across EFL teachers' reflection

inquiry such as: teacher questionnaire, semi-structured interviews, and interview – journals. Regarding the power of reflection in EFL teaching practices this PhD data discussed topic-specific matters encouraging critical thinking, adapting to students' needs and requirements continuously monitoring the teaching process seeking improvement. The research data also discusses the increasing involvement in teacher professional development. It is also highlighted the significance of collegial inquiry and decision making. As a result of professional development long-term enhancement this research recognised the value of support from teachers who promote reflection approach while teaching EFL. Using metacognitive strategies, thinking flexibly into past experiences, seeking professional development, operating in a service-learning experience as indicated in chapter 2 professional development models mark the power of reflection to remain accessible to continuous learning providing meaningful teaching - learning process.

Chapter 6

6.1. Conclusion

This thesis chapter focuses on the summary analysis of the data which bring toward the concept of reflection and its power to influence the EFL teacher awareness by looking back at their teaching and seek for professional development through instructional practices improvement. In particular, chapter six summarizes research questions and hypothesis which were presented at the beginning of the research and discusses each one individually accordingly the obtained data results.

6.2 Research Questions obtained results

Regarding the first research question, **“What are teachers’ perceptions on reflective practice and if it facilitate learner motivation in the EFL classes of Higher Education?”** Based on the open-ended continuous perceptions, beliefs, various interpretations and EFL teaching practices this research study considering the analysis and data obtained prove to support the teachers perspectives being in pursuit of unique use of teaching styles that can fit to learners’ needs; reflect on individual challenging practices with the good will to be inspiring and motivational; use their teaching techniques that are encouraging and enhance rational thinking by modifying aims and objectives to new settings.

Regarding the second research question, **“Does the reflective teaching support particular learning objectives of classroom lessons?”** Considering the actuality based on the EFL teacher belief that becoming a reflective practioner is about developing personal professionalism in the context of teacher autonomy. On behalf of this rationale, following the outcome feedback and realising the EFL learners needs by introducing connection engaging classroom instructional reflective practices which empower teachers to take control of their own practices; to urge in supporting particular EFL learner need and meet the desired objectives within goals and aims set previously. Ultimately, this research study within the analysed data obtained from teacher participants they assert to reflect on their daily teaching proceeding on account of each and

every student, and to get them involved, which balances in supporting particular learning objectives while teaching EFL at higher education settings.

Regarding the third research question, **“Does reflection practice help EFL teachers to develop professionally and use variety of teaching techniques?”** The relevance of engaging in reflective practice is closely connected with the improvement of teaching quality which in context refers to the responsibility an EFL teacher takes in stimulating personal capabilities to change, be flexible, integrate and fit in using various teaching techniques that respond to each and every student need. In this research it was verified and proved the positive will and flexibility toward the realisation of progressive process of teacher performance by individualising teaching practices, by involvement in EFL classroom management improvement and stimulating engaging environment which leads to lifelong learning toward autonomous professional self-directed development.

Regarding the fourth research question, **“Can Reflective practice be an advantageous scheme on account of the academic accomplishment of the students?”** Considering the daily - basis difficulties the EFL teachers face to meet each and every student needs and challenges to achieve the instructional techniques’ effectiveness the need for a professional development at higher education institutions in Macedonia is more than necessary. Relating to the context of the power of reflection in EFL teaching and improving instructional practices this research marks the reflective practice as one of the up-to date ways which turned out to encourage and stimulate self-awareness in the context of re-defining the relevance of teacher life-long learning and providing valuable feedback on account of teacher professional development and hence advancing the progress of EFL learner accomplishment.

6.3 Hypothesis - obtained results

Regarding the first Hypothesis **“Teachers have positive perceptions about reflective practice and they believe that it motivates students to learn more”**. The findings in this study support the claim that individual practice of EFL teachers change constantly and they are in harmony

with their own beliefs, perceptions, and attitudes when reflecting on their own decisions in choosing teaching methods. It is done in order to motivate their students to study more. Hence, according to results of data obtained in this research is highlighted the assurance of endorsing and maintaining the core routine of teaching techniques and supporting innovation use in instructional practices in synchronisation with own EFL learner needs.

Regarding the second Hypothesis **“Reflective teaching supports particular learning objectives of classroom lessons”** Undertaking individual EFL teacher research and re-considering individual instructional practices which aim to result in student achievement is more than necessary rising personal confidence first of all. Second it is necessary for the rise of awareness to move research from a specific focus point of view to a broader context, and finally it is of the great significance the life-long individual stimulation to support inquiry endeavor in meeting particular learning objectives. In this research study it is clearly noted that there is an emergence of a systematic, on-going inquiry with a focus on providing teacher impact with instructional practices at higher education institutions in Macedonia and adjusting practices in order to meet the current student’ learning objectives.

Regarding the third Hypothesis **“Reflection practice helps EFL teachers to develop professionally and enable them to use variety of teaching techniques”** Highlighting the quality teaching attributes and the frequency of increased learner requirements which currently is going under considerable attention, the reflection practice mentioned in the literature review considers the role of the EFL teacher professional prosperity as a result of improvement outcome. The results this study obtained proved that EFL teachers keep-on challenging themselves in the context of teacher self-enhancement by taking an inquiry stance and reconsider their own instructional practices to meet the learners need in the higher education setting. This EFL teachers' status is also connected and noted with the impetus toward the quality of professional prosperity in over passing theory - practice gap by using various teaching techniques achieved through reflective practices.

Regarding the fourth Hypothesis **“Reflective practice can be an advantageous scheme on account of the academic accomplishment of the students.”** The EFL reflective practice teachers’ classroom proceeding inquiry is closely related with the performance flexibility to submit in essential approach toward individual professional development which undoubtedly influences student accomplishment. Re-defining the co-relation of reflective practice with professional development as it relates to the EFL teacher inquiry of own practices, this research outlines the educational portrait which seek to overcome daily-basis challenges and present the image of a job-embedded EFL teacher professional development example which aim to enhance and increase learner achievement progress.

Chapter 7

Limitations of the study and further recommendations

7.1. Limitations of the study

Without doubt each endeavor toward any research study goes under difficulties, obstacles and limitations as well. This research with all its limitations and inconsistencies attempted to elicit the relevance of reflection in teaching practices at higher education institutions in Macedonia on account of instructional techniques' improvement and highlight its power and positive influence in the EFL teacher professional development. Henceforth, regarding these crucial issues for learner outcome progress this research attempted to highlight the relevance of enhancing the EFL teacher self-awareness through reflection practices approach and ultimately resulting higher education academic EFL learner accomplishment. As every research that has previously been conducted, this study as well has its own limitations. Perhaps, there is a possibility that the total participants in the study were not resourceful even though Macedonia is not a big populated place.

Since this is a new and not a very-well known and practiced approach in Macedonia the provided answers might not have all been honestly given by participants; or considering the fact that this is a sensible topic to discuss it the participants might have hesitated to be honest to the fullest; or there is a probability they did not fully understand instructions or because of their busy schedules and everyday obligations they considered it was time consuming and wanted to get it finished rapidly. Another limitation might be with reference to the provided data, the results obtained, the approach used or the calculation could have been gone through differently. The instruments used might also not be all of pay-off significance and perhaps if other survey analysis were made the outcome results might have been different. To point out, considering the relevance of the use of Reflection in teaching EFL at higher education in Macedonia, this PhD dissertation provides an insight of teacher individual instructional improvement and the right route towards professional development. I furthermore consider that the research conclusion outcome concerning the relevance of reflection and implications on teacher cognition will contribute in the EFL teacher sensibility and facilitate the maintenance

of the long-life EFL teacher instructional practices improvement in accordance with learners' needs, interests, requirements, benefits and expected academic accomplishment at higher education settings.

7.2. Further recommendations

Note that worldwide there are continuous large numbers of developing theories of reflection practice, its relevance in teaching EFL at higher education and its influence in boosting a deeper learning, in fact it is a very crucial method in involvement of re-considering individual practices as professional and implicate in continuous improvement involvement of individual practices. Also note that the improvement, the rise and enhancement of continuous progress is influenced by numerous motivational powerful components. Moreover, it is important to note that initial steps toward professional development and the need, the desire and the will for change and progress is something each and every EFL teacher should identify, recognise and grow within own self as personal perspective. Hence, the use of Reflective practice approach and engaging in the Continuous Professional Development it involves consciously enrolling the lifelong learner-teacher in academic commitment. In the Chapter 2 of this PhD are introduced various ideas and theories of reflection practice, also few relevant reflective models presented and developed by relevant scholars. Furthermore are presented few important models of professional development by relevant scholars as well hence I highly advise and recommend that EFL teachers preach reflection practices at higher education institutions in Macedonia and advocate EFL teachers staff development programs at university settings.

Teacher Development Practices make sure quality education function successfully; in fact it's a process which requires searching purposely theoretical input by trying out new ideas in the context of making individual professional performance richer and engaging. My intention in this study was not to criticise and judge the EFL teachers but rather to share experience, find possible answers for my research study questions and to test my hypothesis regarding the need of reflection in improving the EFL teaching instructional practices and professional development at higher education institutions in Macedonia. The combination of the pilot study, the main

study, and all approaches and methods used all intended to identify and highlight the relevance of reflection practices at higher education settings. Even though the number of teacher participants was limited, the obtained data was provided by EFL personal teaching experiences. Regardless of the fact that each and every teacher has had failures and not effective classes we have to maintain the positive will toward improvement and follow the new developing approaches continuously accordingly learner' needs. In my opinion, in order to accomplish this I recommend the EFL teacher need:

1. To acknowledge individual personal values and worth of own personal qualities

Considering that during the EFL teaching performance there are phases and circumstances which you align with, have matching attitude with, or which will be anxious or panic you. Furthermore, there are or might have been situations where you have doubts and dilemma about, I believe that each and every individual have qualities that are really worth taking into account. Acknowledging and value your individual quality is a crucial step forward every endeavor in life. There were, there are and will be occasions when your teaching performance was or can be affected whether positively or negatively or you might not feel secure, no matter what each and every EFL teacher should believe in the power of what they are teaching. I strongly suggest the reflection practice as a great approach to acknowledge individual qualities and enhance the balance of one's own teaching instructional practices with current higher education learner requirements and needs.

2. To recognize and overcome daily-basis obstacles

Regardless of the fact that during university studies we acquire knowledge and develop skills, chances and opportunities you are offered while teaching might make you advantage skills and insights through own practical personal experience which empowers you with motivation. At many instances learning from experience makes EFL teachers match the highest aspirations. Like in every field of science need of up-to-date knowledge also teachers need self-awareness, being flexible in using useful skills while teaching, recognizing and overcoming daily- basis

obstacles and learn from own experience. Notably, critically evaluating own beliefs as an EFL teacher might make you consider thoughtfully the use of teaching approaches.

3. Scheming wisely personal change

I believe one of the most difficult roles of being a teacher is leading a process such complex as teaching at higher education that needs continuous careful well-thought practices management which from time to time is accompanied with ambiguous confusing change. In order to manage personal change wisely, in my opinion the EFL teachers should take into account innovation use as an organised way of thinking in action by re-considering personal ideas, approaches, methods and possible outcomes as a better ways of doing things through fresh eyes. Hence, taking an inquiry stance with the purpose of changing personal practices conveys the EFL teachers to plan wisely any personal change that involves reflecting on any personal teaching experiences that inputs on learners' experiences by using a reflective approach. Therefore, the reflection is the ideal solution because it influences positively upon the EFL instructional practices improvement and consequently support professional development.

4. To constantly have the positive will and remain motivated

Although there are instances when the EFL professional practice is inclined the change of the EFL teacher endeavor, each and every EFL teacher needs to always have the positive will, remain motivated and be flexible by resisting obstacles and at times instructional practices' changes. Motivation is crucial key to successful efforts of doing things. As reflective learning is extremely personal, until now scholars have not yet projected a manual on how or when one might use it. The importance lies in the fact of remaining positive and motivated on being a long-life reflective learners. Being aware of your own teaching routine is vital toward being a long-life reflective learner. Sticking continuously to a routine might stop the teacher unconsciously improving innovative use of EFL instructional practices. The positive will and the motivation toward an inquiry professional development would impact positively the student learning outcome. In order for EFL learners to stay motivated toward fruitful outcome the EFL

teacher should identify own learner needs and set short-term goals into long-term goals which might furthermore facilitate own professional development. Finally, I suggest EFL teachers share experiences and instructional practices ideas. The afore mentioned recommendations not only identify the need for teacher collaboration as a way of learning from each other successes and failures but also the necessity for increased teacher support when using inquiry models which is more than obvious at higher education Macedonia Institutions.

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Appendix 1

The following are a collection of all instruments used in the research study. NOTE that the research consists of: pilot study, main study, teacher questionnaire, semi-structured interview and reflection journal teacher questionnaire.

The following is the section 1 of the teacher questionnaire .This section consists of eight questions compiled by the researcher with closed multiple choice answers to find out and determine the EFL Frequency of daily basis questions EFL teachers put to own self.

Section 1) Frequency of daily basis questions you put to yourself

Please tick - X - the choice that fits your attitude

	Always	Frequently	Sometimes	Seldom	Never
1. How often do you think “this worked and didn’t work today in my classroom while teaching EFL”?					
2. How often do you feel that the activities chosen were appropriate and fit to your learning objective settings? Why or/ why not?					
3. How often do you take into account did the students benefit from these activities or not?					
4. How often do think about new teaching techniques you have you tried recently that might benefit each and every student?					
5. Are the approaches which you use reflecting on signs of quality learning outcome?					
6. How often do you reflect on the teaching approaches, what could you do differently to help your students learn more?					
7. How often do you think how well did you finish today the EFL teaching classes and how could you do this better?					

8. Do you think about “which were your best moments while teaching EFL and how could you repeat”?

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The following is the section 2 of the teacher questionnaire. This section consists of seven questions compiled by the researcher with closed multiple choice answers to find out and determine to some extent the EFL Reflection on own beliefs as an EFL teacher concerning teaching practices.

Section 2) Reflecting on own beliefs as an EFL teacher concerning teaching practices

Please tick - X - the choice that fits your attitude

	Always	Frequently	Sometimes	Seldom	Never
1. You practice your own teaching approaches within an EFL class according to your own beliefs.					
2. Do you think about: how “up-to-date” are your beliefs based on the influence of the way you teach?					
3. Do you think about core routine of teaching techniques you practice and their effectiveness?					
4. How often do you use various teaching techniques, or you stick to only the ones which are easier for you?					
5. How often do you think whether your conduct compelling for EFL learners while teaching EFL today?					
6. Do you re - consider your practices as an EFL teacher to show that you believe that each student can be engaged in learning EFL?					

7. Do you think about the best ways that made you convinced your EFL learner accomplishment, example: the EFL learner performance, certain use of a skill /or EFL learner's attitude?

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The following is the section 3 of the teacher questionnaire. This section consists of eight questions compiled by the researcher with closed multiple choice answers to find out and determine to some extent the Instructional improvement effort based on teaching practices as an EFL teacher at Higher education.

Section 3) Instructional improvement effort based on teaching practices as an EFL teacher at Higher education

Please tick - X - the choice that fits your attitude

	Always	Frequently	Sometimes	Seldom	Never
1. I, as an EFL teacher believe there are opportunities for instructional improvement.					
2 I, as an EFL teacher am concerned in ensuring and providing quality teaching for diverse learner needs and interests.					
3. I adjust and individualize EFL teaching practices depending on my students needs.					
4. I am in a pursuit of being unique in using teaching styles that can fit and complete my teaching performance.					

5. I ask myself whether EFL teaching classes are well managed					
6. I am concerned what action will I take to improve my EFL classroom management.					
7. I reflect on my most challenging moments and what to change next time.					
8. While teaching EFL, I am concerned in stimulating engaging learning environment.					

The following is the section 4 of the teacher questionnaire. This section consists of eight questions compiled by the researcher with closed multiple choice answers to determine the EFL teacher cognition and indications of professional development.

Section 4) The EFL teacher cognition and indications of professional development

Please tick - X - the choice that fits your attitude

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.The higher education EFL teacher should foster relationships with learners.					
2.Accepting responsibility for increasing learning outcome means you are aware that you need to develop professionally.					

3. The EFL higher education teacher should seek opportunities for professional development.					
4. The intense desire to succeed strives the EFL teacher to learn more than what he/she already knows					
5. It is important to have background information before applying a new technique.					
6. It is of the great significance to take up new opportunities to succeed.					
7. The EFL teacher's performance ought to be motivational and convincing.					
8. There are always areas to improve professionally.					

The following is the section 5 of the teacher questionnaire. This section consists of seven questions compiled by the researcher with closed multiple choice answers to find out and determine to some extent the effect of reflection in EFL teachers' instructional practices advancement.

Section 5) The effect of reflection in EFL teachers' instructional practices advancement

Please tick - X - the choice that fits your attitude

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The EFL teacher performance has a direct impact on student learning					

2. Trying new ideas in an EFL classroom keeps the teacher energized about teaching.					
3. Upgrading instructional practices is more than necessary.					
4. There is always a way to improving practices even there are the biggest obstacles to overcome					
5. Reflection should be an integral part of everyday basis EFL teaching practices					
6. Thinking about developing self qualities like instructional practices, communication skills is necessary means toward progress					
7. Providing constructive feedback for learners progress is a meaningful key to EFL teachers' instructional practices advancement					
8. The EFL higher education teacher should aspire instructional advancement					

The following is the section 6 of the teacher questionnaire. This section consists of seven questions compiled by the researcher with closed multiple choice answers to find out and determine to some extent the EFL teachers' personal attitude toward ongoing long – term goals and innovations use in teaching practices through reflection.

Section 6) EFL teachers' personal attitude toward ongoing long – term goals and innovations use in teaching practices through reflection

Please tick - X - the choice that fits your attitude

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Educational innovations may proceed in many aspects and be outlined in various structures.					
2. The willingness to innovate in teaching EFL may be inspiring and motivational.					
3. Reflection influences positively innovation use in EFL teaching practices at higher education					
4. Reflection impacts positively the connection between content knowledge and teacher academic performance					
5. Setting new goals thoughtfully leads to modifying techniques which makes instructional improvements occur continuously					
6. Reflection empowers EFL teachers to freely set their teaching techniques enhancing rational thinking to new settings					
7. Teacher reflective practices lead EFL learners to insight comprehension and deeper understanding					

Table 13. Appendix 1 -Teacher questionnaire sample

Appendix 2

In the following the second instrument, the complete semi-structured interview consisting of fifteen questions was compiled by the researcher. The purpose of this semi – structured interview was to determine the power and the influence of reflection in EFL teaching practices concerning EFL teaching at Higher Education institutions in Macedonia.

	1. Confident teaching is engaging and pleasant. Do you exchange ideas and experiences effectively with your EFL learners and do you encourage dialogue and discussion?
1.	
	2. Knowing what and how to teach is partial mechanism to the deepness of effective teaching. Do you adjust your EFL teaching responses toward learners' needs on account of bringing to line your own beliefs into teaching practices? (Justify your answer)
2.	
	3. Do you believe EFL learners should be lead only through the teacher instructions or do you believe that learners can take responsibility about their own learning? Why or why not?
3.	
	4. Considering the fact of the frequency how technology affects education in general, do you take an inquiry stance about instructional practices innovation? (Since there is no need of any special skill to search, experiment and try new teaching techniques, improve mistakes and try again)?
4.	

	5. Are you open-minded to new theories, teaching techniques and different forms of instructional practices?
5.	
	6. Do you try to obtain new instructional outlook by searching new approaches and grow from your own experience?
6.	
	7. Are you flexible about new opportunities and other ways of your routine instructional practices?
7.	
	8. Do you get encouraged yourself to reflect on past experiences and think about opportunities, to take-up initiatives and support EFL teaching goals to new settings?
8.	
	9. Do you unfold a positive mindset of searching for changes and thoughtfully consider willingness to seek instructional practices improvement?
9.	
	10. How can teachers change and become more reflective about their own teaching?
10	

	11. Does highlighting own strengths and recognizing own weakness is a way of becoming reflective teacher?
11.	
	12. Are you motivated and inspired person concerning colleagues' provocations like shared teaching ideas, instructional practices, and teaching experiences?
12.	
	13. Are you willing to take risks and experiment even if you encounter bias?
13.	
	14. Do you aspire and demonstrate conducts which promote intense desire to professional learning like inspiring interest, devotion, curiosity and professional reflection?
14.	
	15. Do you implement new practices to encourage your EFL learners to use common sense, critical thinking and prosperity towards academic progress?
15.	

Table 14. Apendix 2- Teacher semi-structured interview sample

Appendix 3

The complete semi - structured interview results

1. Confident teaching is engaging and pleasant. Do you exchange ideas and experiences effectively with your EFL learners and do you encourage dialogue and discussion?

P1. I always do. Without encouraging dialogue and discussion there is no confidence.

P2. I believe yes!

P3. I always try to encourage discussion and critical thinking. Another thing I always encourage learners to do is personalize the language they learn.

P4. Yes

P5. Yes, I am always trying to engage them in my decisions.

P6. It is in fact engaging. I try to use as much as I can during classes.

P7. I try to encourage dialogue but students are not very comfortable in discussing in English.

P8. Yes

P9. Yes, especially when they are in the third or fourth year

P10. Sure

P11. Always

P12. In my everyday teaching practices I always try to encourage friendly discussion topics related to current lesson plan and most of the times or always provide own examples to enhance effectively discussion with my EFL learners.

P13. I usually exchange ideas and experiences with my students as a warm up beginning and I always try to encourage dialogue and discussion accordingly the topic lesson of the plan program

P14. I try to be as engaging as possible during my EFL teaching classes.

P15. I always try to enhance my students to share ideas and experiences

P16. Encouraging my students to share experiences and try to make a connection with the new topic is the thing I often practice in my classes

P17. One of the things I am concerned in my EFL classes is to try to be confident and make

my students feel relaxed and encourage discussion

P18. We always share ideas and experiences with my EFL students.

P19. I usually start classes in a friendly relationship by sharing ideas and experiences with my students

P20. Showing friendliness in my EFL class I try to make students feel confident and relaxed in sharing ideas and experiences, that's what I always try to do in my EFL students.

P21. Yes, I usually try to do my best to encourage discussion in my EFL classes.

P22. Yes

P23. It is one of the "ought to" activities to encourage dialogue because it is necessary to evolve with the speaking skills.

P24. Yes. I strive to achieve independence and confidence in discussing in foreign language even they make mistakes.

P25. I make every effort to make my students speak in English, I try to grow confidence even they make mistakes since its normal in trying to speak in a foreign language.

P26. Engage in sharing ideas and experiences, addressing with flexibility while students make mistakes take forward the discussion to another level is what I usually do during my teaching practices.

P27. Yes, I try

P28. To take forward the dialogue effectively is an effort I usually practice in my classes. It is a bit difficult since students lack self confidence many times.

P29. Yes. Always!

P30. Refused to answer

Table 15. The first question of semi structured interview complete answers

2. Knowing what and how to teach is partial mechanism to the deepness of effective teaching. Do you adjust your EFL teaching responses toward learners' needs on account of bringing to

line your own beliefs into teaching practices? (Justify your answer)

P1. I always do. Adjusting your teaching according to the learners' needs has a vital role in the process of designing and carrying out any language teaching.

P2. Sometimes, it depends on how much time I have got

P3. I always modify the teaching methods based on the specific group of students I am teaching, their interests, learning styles, etc.

P4. Yes

P5. I always try to adjust my teaching practices according to students' needs and their level of proficiency.

P6. Yes, I do much rely on students' needs, and always adjust reaching responses towards their needs.

P7. I am trying to but it requires more experience in teaching in order to be able to manage it.

P8. Yes, every time. Students come with different beliefs, expectations and levels of knowledge and a teacher has to find the perfect balance for a successful class.

P9. Sometimes yes. It all depends on students' level of knowledge.

P10. Teachers always try to adjust materials according to the students needs but bringing to line is a bit difficult because there are too many students the time is too short and there is only one level of textbook in the class, only one set of standards for all. Which I think makes more difficult bringing to line teachers beliefs.

P11. Trying

P12. I as an EFL teacher always try to get to know my students level of knowledge concerning EFL therefore I always try to bring my beliefs and practices into line in order to be more productive and useful to my students needs.

P13. Believing that we know to teach is a partial component in the system of actions toward effective teaching I consistently try to get to know my student level of knowledge in order to fit in their needs and aspirations.

P14. Being 100% effective in a mixed level class is really difficult but at some extent I try to adjust my teaching practices according to my students needs.

P15. To be deeply effective is one of my aspiration that's why I adjust my teaching practices.

P16. Get to know my learners' needs and filling their gaps, needs and expectations is one of my concerns while teaching EFL.

P17. Even though there are core issues which are ought to in learning, I as an EFL teacher try to be fit to my learners' needs.

P18. Adjusting and responding to each and every student needs is difficult in a mixed level groups, but I as an EFL teacher try to as effective as I can.

P19. Trying to be effective and fit to my learners needs is one of my target aim.

P20. I try.

P21. To do ones utmost is each and every teacher duty hence without recognizing owns students needs the teacher will neglect being effective.

P22. I am always based on my beliefs of what techniques am going to use in my classes as a result from knowing my students level of achievement , their gaps and needs

P23. Trying hard to bring my beliefs into practice is very difficult to achieve but I try to fit in my learners needs as much as I can.

P24. I highly try to explore my students' needs and try to be flexible in order to be fit in their weakness and gaps.

P25. Yes, I try

P26. I always adjust my teaching practices

P27. Yes, I give my best to fit in my students needs.

P28. Sometimes

P29. Effective teaching is a difficult process. I as an EFL teacher try to be effective and recognize my students' gaps, needs and expectations.

P30. I Usually do

Table 16. The second question of semi structured interview complete answers

3. Do you believe EFL learners should be lead only through the teacher instructions or do you believe that learners can take responsibility about their own learning? Why or why not?

P1. Learners should take the responsibility about own learning because this is when learning happens.

P2. To promote learner autonomy taking responsibility about their learning is a must.

P3. I strongly believe in learner autonomy, so Yes, I do encourage learners to take at least partial responsibility for their learning, which, of course, is not easy at all.

P4. Teacher instructions are the best

P5. Key point is to enable students become as autonomous as possible.

P6. Both mechanisms should be utilized in the classroom, yes

P7. I truly believe learners can take responsibility about their own learning in addition to the teacher's instruction.

P8. Yes

P9. I think that the students should take responsibility about their own learning when they become aware of the goals or needs of their knowledge.

P10. It depends! University students don't always need teachers' instructions because they are grown up enough and have the ability to understand the importance of instructions.

P11. Instructions are necessary.

P12. According my teaching practices I believe that EFL learners should feel relaxed and comfortable to take responsibility, be independent and lead the learning. This is why do so otherwise I believe that the starting point of the instruction and the steps should be controlled and be lead by the EFL teachers since teacher is the one to direct teaching based in syllabus objectives and aims.

P13. I believe both should be mixed. Learning a language is more amusing and fun and most important the easier way to learn by mixing methods. I believe that EFL teachers should be flexible and at times to let the learners take responsibility about learning.

P14. I believe the teacher should lead 90% of the classes and be flexible to let the learners feel free and relaxed to lead the learning sometimes.

P15. I consider that the teacher is the one who needs to mange and organize how the class

will start and finish.

P16. The teacher should lead the class.

P17. I think the teacher should do the class management.

P18. I believe the teacher ought to lead the class.

P19. I think teacher-centered classes are more successful.

P20. Teacher centered classes should be replaced with student-centered classes from time to time.

P21. Teacher instructions are necessary

P22. Teacher 80% student 20 %

P23. I think teacher should take the control of most of the leading and let sometimes some student –centered activities which might help them be more independent and feel confident in using a FL.

P24. It depends` on the group you teach I support the teacher leading with most of the time even the group of the student is advanced.

P25. Students task-based turned out to be effective according to scholars so I am for 50/50 %

P26. I think teachers should be in charge of how the class will begin continuo and end.

P27. The EFL teacher should supervise and take control of the student learning.

P28. The teacher should be flexible and let the student sometimes do the learning leading.

P29. In my opinion the classes should continue to function in charge of the EFL teachers instructions.

P30. The teacher should be flexible and let the students feel relaxed and confident to lead the learning independently.

Table 17. The third question of semi structured interview complete answers

4. Considering the fact of the frequency how technology affects education in general, do you take an inquiry stance about instructional practices innovation? (Since there is no need of any special skill to search, experiment and try new teaching techniques, improve mistakes and try again)?

P1.yes

P2. Sometimes I do.

P3. Seldom due to the lack technology and relate resources.

P4.We have to include technology in day-to-day teaching especially with younger generations of learners since they are surrounded by technology; they are growing up with it, it's an inseparable part of their everyday life.

P5. Yes, I often try to make use of instructional practices.

P6.Yes, sometimes I am trying to use the innovations if they are possible with the conditions we have.

P7.Yes

P8. Sometimes, yes.

P9. Yes

P10. I am trying to learn the new technology.

P11. Although I am aware of the technology influences in daily basis life of our students ,I sometimes take the inquiry stance and try new teaching approaches to brake the routine of my teaching.

P12. Education in general is affected by technology though the EFL teachers and as such have more opportunities to be attractive and incorporate hi-tech education. I try from time to time to search and be more productive in class, and also at times try to experiment with new techniques as well.

P13. I usually try to bring innovation in my classes but I don't experiment with techniques I am not familiar with.

P14. Living in a routine it sounds quite boring. So I try from time to time to bring innovations in my classes. It makes my work more pleasant and satisfying.

P15. I try to bring innovations in my classes from time to time

P16. Internet is a very good source of materials so I usually use it.

P17. I usually use internet sources and take inquiry stance to bring innovations in my classes.

P18 Yes, I usually use internet sources

P19. I sometimes try to bring innovations in my classes using internet sources.

P20. I endeavor to bring innovations in my EFL classes

P21. I always strive to use innovations in my teaching EFL

P22. I usually seek to experiment and try new teaching techniques.

P23. Yes , I usually use technology in class as well also phone apps, and similar online tools

P25. I use technology sources very often.

P26. I use to be very active in using internet sources

P27 I try to use innovation in my practices sometimes.

P28. I am not into experiments but I use innovation from time to time

P29 I don't use new techniques very often but I usually mix the teaching techniques in my classes.

P30. I use technology in my classes at times

Table 18. The fourth question of semi structured interview complete answer

5. Are you open-minded to new theories, teaching techniques and different forms of instructional practices?

P1. Yes

P2. I am always asking for more.

P3. Definitely

P4. Yes, I am willing to test and try out new methods and techniques.

P5. Yes

P6. Yes and trying to implement them in my teaching

P7. Of course, and we all must be open to new forms.

P8. Not every method is doable but If I come across something that may be helpful, I am totally ok to use it

P9. Yes

P10. Yes, I think I am.

P11. Yes.

P12. I consider myself as open minded but in fact how the reality of my everyday routine not

that active into trying new theories , techniques and instructional practices.

P13. Yes. Especially for the ones I am convinced and believe could be effective in teaching practice

P14. I believe I am. Since my teaching career I am in a pursuit of innovations and usage of new techniques recommended by scholars.

P15. I believe, yes

P16. Yes I am

P17. I would try a new technique which is new and effective

P19. Yes, I think I am

P20. I am open but I would not risk to try any new method without having a background information

P21. I would try a new technique

P22. Yes I'd try

P23. Yes.

P25. Why not, I would

P26. I usually try to mix techniques and I am open to new theories.

P27. New theories are welcome since the education is always in progress and I 'd like to learn more about at new effective practice.

P28. Yes.

P29. I am

P30. I am always looking for more.

Table 19. The fifth question of semi structured interview complete answers

6. Do you try to obtain new instructional outlook by searching new approaches and grow from your own experience?

P1. Yes

P2. I never stop doing that.

P3. Every day

P4. Yes, definitely, otherwise I would get bored!

P5. Yes

P6. Not sure

P7. I always pay very much attention to this issue.

P8. Yes.

P9. Yes, I do.

P10. Yes, I am looking for new approaches.

P11. From time to time during my experience I consider I have reflected and changed in a good sense of meaning. My instructional teaching outlook has been refreshed though.

P12. I try, but not very active in this direction.

P13. Yes.

P14. I think I am and try to search and change from time to time my instructional performance and develop myself professionally.

P15. I am in a continuous curiosity of searching new opportunities.

P16. Yes, from time to time.

P17. Not always but I try to mix teaching practices.

P18. Not very often

P19. Not always

P20. I always consider new ideas and try to search new approaches and teaching practices.

P21. Changing perspectives about attitudes and teaching practices is more than necessary in teaching EFL since there are always different requirements and needs.

P22. I am trying to follow innovations in education, since technology has affected so much the student attention

P23. Striving to be motivational and convincing is a way of growing from my experience.

P25. During the years of my work as an EFL teacher I have changed and I am willing to change and grow professionally.

P26. Yes, I try to do this.

P27. I am always searching for new teaching opportunities.

P28. Yes I try to get to change my teaching practices and use innovations

P29. Bring innovations, being open- minded and trying to grow from experience is necessary in being effective to fit in own students expectations.

P30. Yes, I try.

Table 20. The sixth question of semi structured interview complete answers

7. Are you flexible about new opportunities and other ways of your routine instructional practices?

P1. Yes

P2. Yes

P3. Yes

P4. Yes, I am.

P5. I try.

P6. Yes

P7. Yes, I try to get out of the routine as much as I can.

P8. I try my best to be flexible about new opportunities and other ways of routine instructional practices.

P9. Yes I am, as long as it helps me improve

P10. I try to be.

P11. I think I am flexible and willing to try other ways to brake my base routine of instructional practices.

P12. I am.

P13. Yes.

P14. I think I am

P15. I do not use innovations usually but I would try new techniques methodology

P16. Yes.

P17. New opportunities refer to new activity practices which are welcome.

P18. Yes.

P19. Opportunities make new possible ways toward achievement, so I try to be open.

P20. Yes, I think I am.

P21. New opportunities make other approaches possible therefore I try to be open.

P22. Yes, I would try new approaches.

P23. I think that new opportunities make the teaching more fun and amusing. It breaks the routine.

P25. Yes.

P26. If I would get to know about new effective technique I'd try it.

P27. Opportunities lead us to new doors of valuable sources.

P28. I think I am flexible.

P29. Yes. I usually try to break my routine of teaching practices.

P30. Yes.

Table 21. The seventh question of semi structured interview complete answers

8. Do you get encouraged yourself to reflect on past experiences and think about opportunities, to take-up initiatives and support EFL teaching goals to new settings?

P1. Yes

P2. Yes, I do.

P3. That is the developing teachers' duty and the lifelong learner's too.

P4. I always reflect on the classes I teach, not only the ones which are really successful but also those classes when things do not go according to plan.

P5. not always

P6. always

P7. I am, and I think this is very important in the process of teaching.

P8. Well, sometimes.

P9. Yes.

P10. Yes.

P11. I always reflect on my past experiences and try to take up initiatives and advocate teaching goals to new settings

P12. Yes.

P13. Yes.

P14. I usually get encouraged myself because I want to grow from my experience and I think of new opportunities.

P15. I reflect from time to time and try to take up opportunities and be more encouraging and effective.

P16. Not always.

P17. I always reflect on my past experiences but not always have time to change the EFL teaching aims and goals to new settings.

P18. I usually get encouraged to provide increased quality effectiveness opportunities and make knowledge acquirement more fun.

P19. Well, I usually reflect on my past experiences and I can say that I take Up new resourceful web-sites which I consider worth using in my EFL teaching practices.

P20. I am not very encouraged indeed. Sometimes student turn to be so uninterested in learning a foreign language.

P21. I always reflect on my recent experiences.

P22. I usually use new internet resource that I consider valuable.

P23. Not always.

P25. Yes, occasionally when I consider there is a need.

P26. Yes, I frequently try to search for new opportunities.

P27. I try,

P28. Not usually doing this.

P29. Yes, I often reflect on my pas teaching experiences and think of using new approaches

P30. Not frequently

Table 22. The eighth question of semi structured interview complete answers

9. Do you unfold a positive mindset of searching for changes and thoughtfully consider willingness to seek instructional practices improvement?

P1. Yes

P2. I always search for changes.

P3. Everyday

P4. I am always on the lookout for possibilities for professional development.

P5. Yes

P6. Neutral

P7. Of course, we should be aware of new trends and developments in teaching, respectively, always willing to seek improvement.

P8. I am trying to improve where I find it necessary.

P9. Yes.

P10. Considering the changing groups of EFL learners I realize that the need for change is more than necessary so instructional practices that I use sometimes need improvement approach and I have thoughtfully tried to change according to my EFL learners' needs.

P11. I am always positive and in a search of my instructional practices improvement.

P12. Yes.

P13. I think there are always ways of doing things better. Considering education I have the good will to change and seek for improvement

P14. I try to develop and bring out changes in my EFL classes I think change is a must nowadays

P15. Having a positive habitual of attitudes is one of the key elements to be more effective as much as I can

P16. Responding and interpreting positively on situations concerning EFL classes is done by having the good will to improve professionally

P17. Generally I am positive and have a good will to change and improve

P18. There is always a better way of doing things

P19. I am quite explicit positive in searching for changes

P20. Maintaining the positivity toward changes its not that easy to achieve nowadays

P21. -Depending on what technology offers a vast of sources I can say I am flexible in searching and trying

P22. Having the tendency of changes all the time is not of my focal point

P25 P23. I always consider own practices and try to improve and fit my learners needs.

. Not i to changes honestly

P26. I try to give my best and improve my teaching practices

P27. I am willing to get to professional improvement

P28. I think I am trying to do as much as I can

P29. I try

P30. Not always trying to do that

Table 23. The ninth question of semi - structured interview complete answers

10. How can teachers change and become more reflective about their own teaching?

P1. Asking student for feedback and reflecting on their own teaching every day.

P2. One practical way is to keep a diary and list out possible reasons for success or failure and possible alternative approaches.

P3. Ask students for feedback

P4. By professional development

P5. Well, by attending different trainings and following as much as possible new trends in teaching.

P6. Through systematic process of collecting, recording or examining own experiences

P7. By self evaluation, by observation

P8. Being up-to date first with their own self means with their own work, knowing their strengths and weakness, improve the weak parts, be more practical ... confidence in ourselves and our profession.

P9. Reading about new methodology

P10. An EFL learner might positively change by looking back to own practices and critically judge own experiences otherwise the critics by sb else would look offensive and hurt to some point. It would be nicer to judge own self and improve , that's how one can enjoy own practices results an achieve self-satisfaction, by considering own teaching practices and managing to give their best in order to raise quality teaching and seek professional development.

P11. By reconsidering own teaching practices

P12 Having the good will to seek own improvement

P14. Be positive love what they do and search to be more effective than its already

P15. Being positive in giving owns best while teaching

P16. Seeking own professional improvement

P17. By having the good will toward professional development

P18. Teachers should always upgrade and refresh their knowledge

P19. Being flexible regarding own improvement

P20. By reflecting on own practices effectiveness

P21. Be conscious about own student needs and try to change practice accordingly own L2 needs and expectations

P22. Change is a difficult point to achieve one of the most important thing is to pursue own change.

P23. -to change is something that lies in own insiderness , And it can be achieved only with will.

P25. Rising own consciousness about self practices and searching for improvement.

P26. By judging oneself about possible past mistakes and try to improve own self

P27 .reflection is a lifelong process. Recognizing own weakness and overcome difficulties and seek for better version of own self is the way an EFL teacher can become a reflective teacher.

P28. Change is a term which comes in refe practice by being aware of it. To take up changes and bring innovation can be done by reflecting and be conscious of your students needs

P29. Change sounds very difficult to achieve. I think this can be done by encouraging own self

to be more productive, reconsider own teaching practices positively and seek to try to so things better and seek own development

P30. Recognizing own practices weakness and own learners needs

Table 24. The tenth question of semi structured interview complete answers

11. Does highlighting own strengths and recognizing own weakness is a way of becoming reflective teacher?

P1. Yes

P2. yes

P3. Yes

P4. Yes, sometimes.

P5. Noticing strengths and weaknesses is a crucial aspect of reflective teaching. Also trying to find ways to work on their own weakness but accepting that there are weaknesses is the first step.

P6. I strongly agree that knowing our weakness and trying to improve them helps a lot.

P7. Definitely yes

P8. I think most of the time yes.

P9. Yes I believe recognizing own weakness and dysfunction of own practices might help in trying other approaches and see better results

P10. I believe yes.

P11. Yes.

P12. Yes

P13. I agree

P14. To be effective each and every EFL teacher should recognise own weakness

P15. Yes

P16. Yes

P17. Yes I believe so

P18. It is of the great significance to recognize what did not working your own classes

P19. Yes

P20. Yes I think so

P21. If each and every teacher recognizes own weakness is a step forward of becoming a reflective teacher

P22. Yes. Every EFL teacher should highlight own strength and weakness

P23. I think yes

P25. Maybe

P26. Recognizing own weakness

P27 .Yes

P28. One important thing which defines the way on becoming a reflective practioner, is being aware of own weakness then the initial step of becoming a reflective practioner

P29. Refused to answer

P30. I consider a key feature to success is recognizing own weakness and strength

Table 25. Eleventh question of semi structured interview complete answers

12. Are you motivated and inspired person concerning colleagues' provocations like shared teaching ideas, instructional practices and teaching experiences?

P1. Yes

P2. Yes

P3. I find it very useful especially for the young teachers.

P4. Given the circumstances, the Balkan mentality, where everyone knows everything. Why bother. NO!!!!

P5. Honestly, Not.

P6. The practice of sharing ideas, asking for and giving suggestions and trying them out is very

beneficial and should be strongly encouraged among EFL teachers.

P7. I try to be, and we all should be.

P8. Yes, we always discuss and share our ideas and experiences.

P9. Yes.

P10. Motivation at our working environment is not that present, sometimes we share problems and ideas but rarely

P11. Not usually, the willingness to share teaching ideas is not that present in our get together meaning.

P12. Yes

P13. Yes

P14. Sometimes

P15. Occasionally

P16. In our get together colleague are not shared ideas

P17. We don't share e experiences and ideas

P19. No

P20. Yes, sometimes we share experiences but not ideas

P21. Not always

P22. We always share ideas in conferences

P23. Not really

P25. At times

P26. Not often

P27. Sometimes

P28. Not often

P29. Not often we share ideas and experiences

P30. Not always ideas are shared but we are friendly and sometimes ask each other ideas how to be more effective.

Table 26. Twelfth question of semi structured interview complete answers

13. Are you willing to take risks and experiment even if you encounter bias?

P1. Yes.

P2. Yes

P3. Yes, I always do challenge myself.

P4. Yes, as I have already mentioned above, I am very frequently ready and willing to experiment with new approaches, techniques and methods in day-to-day teaching.

P5. Sometimes

P6. Maybe

P7. This is something that occasionally we try but without being bias.

P8. Maybe

P9. Yes, if we want to come to a conclusion or result , I think we should take risks.

P10. Not really

P11. Not always

P12. Frequently

P13. Yes

P14. Not always

P15. Maybe

P16. I would

P17. Not tried till now

P18. Yes

P19. I would not taken till no

P20. I don't usually take risks concerning teaching

P21. Sometimes

P22. Not very often

P23. No

P25. Not actually

P26. No

P27. We share teaching experiences at times

P28. No.

P29. I always share teaching experiences and discuss about trying new approaches.

P30. At times

Table 27. Thirteenth question of semi structured interview complete answers

14. Do you aspire and demonstrate conducts which promote intense desire to professional learning like inspiring interest, devotion, curiosity and professional reflection?

P1. Yes

P2. Yes

P3. Yes

P4. Yes, I do.

P5. Yes.

P6. I always try to find ways to improve my teaching practice.

P7. I try as much as I can, knowing that this is beneficial for students and for us as teachers as well.

P8. I am trying to.

P9. Yes.

P10. Yes, at times I am intensely inspired and motivated to encourage learning environment.

P11. I reflect devotion and promote it

P12. I try to be inspirational and motivational

P13. No, am not encouraged from my colleagues provocations, concerning teaching.

P14. Yes. Most of the time

P15. I try

P16. Yes

P17. I try to give my best

P18. We constantly share our teaching experiences.

P19. I am usually curious to try new opportunities.

P20. Not

P21. Never

P22. No

P23. We never share ideas to provoke each other

P25. Sometimes

P26. I learn and try to learn new things and concerning my EFL teaching practices. I try to be innovative.

P27. We share teaching experiences very often between colleagues

P28. Yes

P29. My aspiration is to encourage my learners

P30. Interest and curiosity is one of my aims during my EFL classes.

Table 28. Fourteenth question of semi structured interview complete answers

15. Do you implement new practices to encourage your EFL learners to use common sense, critical thinking and prosperity towards academic progress?

P1.Critical thinking means making reasoned judgments that are logical and well-thought out.

P2. I try.

P3.Critical thinking is crucial in mastering the target language and wider academic progress.

P4.yes

P5.maybe

P6.Knowing that this is key to effective teaching, I always try and do my best to make use of new practices in teaching.

P7.Yes

P8.Yes, I think critical thinking is the most important way to encourage the students because it helps a lot in learning , analyzing and improving their knowledge.

P9.Yes

P10. Yes.

P11. Yes, frequently try to do that

P12.I usually try to enhance my students critical thinking and lead them toward prosperity

and academic progress

P13. Teachers who use critical thinking are the ones who say things such as, 'How do you know that?

P14. One of the key things is try to do is to encourage critical thinking and common sense

P15. I try to intensify critical thinking is one important which is important toward progress

P16. Depending the EFL learners individual common sense

P17. Yes I usually implement teaching practices in order to make the learners to use the common sense and think critically in English

P18. Yes

P19. I usually encourage my learners to use the common sense.

P20. I try to stimulate prosperity for my learners.

P21. I try to encourage my EFL learners.

P22. Yes

P23. It doesn't have to always implement new practices to enhance critical thinking and yes I try to mix teaching practices

P24. I regularly try to encourage my learners to think critically.

P25. Yes

P26. Yes, I try.

P27. Yes I usually try to encourage my EFL learners to use their common sense and think critically about different topics and issues.

P28. Very often, but it is not an easy "battle".

P29. Yes.

P30. I try

Table 29 .The fifteenth question of semi structured interview complete answers

Appendix 4

In the following is presented the third instrument, the complete reflection journal interview consisting of five questions which was adopted by. Ashraf, Hamid & Samir, Aynaz & Tabatabaee-Yazdi, Mona. (2016). Reflective Teaching Practice in an EFL Context: A Qualitative Study, p.52. The purpose of this instrument was to verify the authority of EFL teachers and the influence of reflection in EFL teaching practices concerning EFL teaching at Higher Education institutions in Macedonia.

The following are the guiding questions for writing a reflection paper:

1.	“Do you write about your teaching experiences in a diary or a notebook?”,
2.	“Do you talk about your classroom experiences with your colleagues and seek their advice/feedback?”
3.	“Do you discuss practical/theoretical issues with your colleagues?”
4.	“Do you observe other teachers’ classrooms to learn about their efficient practices?”
5.	“Do you establish a clear set class rules and behaviors for your students to follow?”

Table 30. Reflection Journal questionnaire sample adopted from: Ashraf, Hamid & Samir, Aynaz & Tabatabaee-Yazdi, Mona. (2016). Reflective Teaching Practice in an EFL Context: A Qualitative Study, p.52

Qualitative analysis results are as follow:

Regarding the Q1 “Do you write about your teaching experiences in a diary or a notebook?”, the following answers were given by participants:

P1: I can’t really say that every single experience is a good idea to be written, but personally preferable is to have an academic diary throughout the teaching process with some experiences written which later would serve as memory tandem pro jam work.

P2. Yes, I take notes in my notebook in order to see if everything I did was right, and I also ask for a feedback from experienced teachers.

P3. Yes, I write notes on my teaching experiences.

P4. Me as an EFL teacher I like to keep separated notes for each student I teach. A student's progress can be a very delicate asset to keep watching on. During his/her progress can be various developments that need to be checked in order to get to successful remark in the end of the semester. Unfortunately most of the teachers don't give too much attention to this kind of things and the effects to students in different ways.

P5. I am a person that keeps a diary in her right stand... It means I write my teaching experiences.

P6. Yes I usually write my experiences in a diary especially the bad ones in order to analyze and find out what went wrong and what needs to get improved while teaching in classes to achieve higher effectiveness.

P7. No

P8. Personally, I write about everything that is related about every experience (positive or negative) I try to write in my notebook because there is a chance to change or add something valuable to make my students learn more or to make myself a better teacher.

P9. Yes I do, especially the new methods that I haven't practiced.

P10. Yes I write my teaching experiences in a notebook. We face with different situations, different challenges that we must solve them wisely, so my must take notes

Table 31. First question responses of the reflection paper

Regarding the Q2 "Do you talk about your classroom experiences with your colleagues and seek their advice/feedback?", the following answers were given by participants:

P1. Only with those that I think are fair, have no jealousy and are professional in their work likewise they can evaluate mine. Without feedback we cannot improve.

P2. Yes, I always discuss methods I use in my classroom and always look for other ideas to put in my to do list or bring innovation.

P3. I talk with my colleagues about methods or strategies they use with certain materials, or the way they use to solve problems with those students that are not very active in the classroom

P4. A feedback advice is always welcome when comes to teaching students. There can be experiences that not every one of us is familiar with and doesn't know how to react towards it. Taking advices from colleagues is a positive thing to do. During my carrier experience I have had many occasions where we did take other colleagues' opinions and advices.

P5. There are cases that need advice and which better than to talk to with a colleague. Not most likely has gone through similar things. So when I need advice for something like a topic on a certain problem I would definitively reach out colleagues. Also getting a feedback is great because this way I now I am going in the right track.

P6. Yes we talk about classroom experiences especially with more experienced teachers since they have many things to share which are welcome so far.

P7. I prefer to collaborate with my colleagues and of course any feedback would be welcome especially if there was any difficulty during the process of teaching the advices, instructions, and ideas are necessary from more experienced teachers.

P8. Yes, because talking and sharing experiences might help because there are teachers with more teaching experience, and they usually use to give me feedback which was quite helpful.

P9. Always, Two minds are better than one. We always discuss about the new methods or new material which we might include. We discuss about students as well and how to approach different teaching performances.

P10. We usually meet with our colleagues once in a week and we discuss about our experiences, about our strengths and weakness which is very productive and helpful in improving teaching.

Table 32. Second question responses of the reflection paper

Regarding the **Q3 “Do you discuss practical/theoretical issues with your colleagues?”** the following answers were given by participants:

P1.Never

P2. Practical issues are very important in my teaching system so I always discuss them with my

colleagues.

P3. I discuss issues every time I face any challenge especially with more experienced teachers.

P4. Yes we do discuss practical and theoretical practices as well. The main reason is that the education is always in need of fresh ideas that can help and improve the process of teaching. The importance of discussion is the fact that the one who benefit are students itself.

P5. Well, there at times when I discuss practical / theoretical issues with my colleagues, especially during exams in order to get to know how to evaluate my students better.

P6. Yes I do especially when I am not sure if the certain practical issues are effective or it needs to be updated.

P7. As I have got the willingness to collaborate. Yes, I sometimes discuss practical/theoretical issues.

P8. Yes, especially when I have doubts whether I should use a certain teaching practices.

P9. If I consider a teaching practice which might work I always share it with my colleagues and many of us do so. Although we have different opinions we are helpful to each other many times.

P10. I usually tend to talk about practical/ theoretical issues with our colleagues when I consider I should be more effective and productive.

Table 33. fourth question responses of the reflection paper

Regarding the Q5 “Do you observe other teachers’ classrooms to learn about their efficient practices?”the following answers were given by participants:

P1. No. I don’t every teacher teaches in its own manner. Everyone is unique in is own style of teaching.

P2. Yes, I observe experienced teachers and try to steal ideas of course.

P3. I do observe my colleagues cases whenever I have time, and I usually try to learn and then use methods that that I find effective and I think this is helpful for me while teaching my students.

P4. Yes there are always good sides in observing other teachers’ methods and make

comparison with your own. There you can find gaps, poor methods, as well as good methods worth applying with your students while teaching.

P5. Yes. I have taken the chance of observing several teachers. I consider as a good opportunity to serve others because get to learn various teaching performances which is a good way of take up methods which you haven't tried before or using differently the same approaches in your own way.

P6. No

P7. Yes I have observed a few, in order to get a clue of other teachers' performances and teaching methods models

P8. Every teacher has its own way of teaching. I keep stick at my own, I just prefer to take opinions and then decide what is correct and worth practicing during my classes.

P9. Yes I have. I prefer to take advices and opinions from experienced colleagues so I become more effective in my EFL classes.

P10. Yes we do observe each other classes, and is very productive because we see new experiences.

Table 34. The fourth question responses of the reflection paper

Do you establish a clear set class rules and behaviors for your students to follow?" the following answers were given by participants:

P1. Yes.

P2. Yes, I try.

P3. Yes. Especially at the beginning of the class because I think that would make more strategic the whole class itself.

P4. Normally, there must be some kind of rules in order the student know the limit of every activity that they get involved in. uncontrolled behaviors can have their negative effect to students around, so in order to operate in good way there must be rules and behaviors to follow

P5. Well, there are certain rules I have in my class... I let them feel relaxed before we share

ideas and experiences related to the current lesson topic.

P6. Yes. I have set some class rules to follow. in order to avoid every eventual misunderstanding and misbehavior while classes.

P7. Yes, I like to put rules in my class and I think every teacher should so in this way is avoided the each possible mess and misleading of the right EFL classes.

P8. Yes! No mobile phones! No eating! No cheating! No talking!

P9. Yes. But I make sure to those rules are not very strict. Since adult students should feel relaxed and have more freedom while classes.

P10. Yes, I establish a clear set class rules because is more effective. Student since the beginning get to know what are allowed to do/or what aren't allowed to do.

Table 35. Fifth question responses of the reflection paper