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SOUTH EAST EUROPEAN UNIVERSITY

## POSTGRADUATE STUDIES – SECOND CYCLE

### THESIS:

The Effect of Reflective Teaching on Kosovar EFL Students Achievement : A  
Study Conducted at “Abedin Bujupi” Primary School in Arllat

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## **Abstract**

The purpose of the MA Thesis research was to find out more facts about teaching strategies, opportunities to explore the abilities of teachers as teaching practices in order to increase the achievements of students for learning English. The important issue of teachers' reflection is to increase and emphasizes the literature of EFL, there more such it can have multiple benefits in teaching EFL. The data while searching were qualitative and quantitative as audio recording interviews, conducted with participants in the study, meanwhile students questionnaire. The total number of participants took part 30 students 20 (males and females) and six teachers. Results proclaimed teachers reflectivity, so initially effects of Kosovar' s performance orally shown influence, complexity related oral speech.

The main implications include the significance of appreciative reflective practice in teachers' interactions and collaboration for learning English as a foreign Language, for more emotionally to empower teachers and live out their identities and values in practice. Hopefully such a small thing will reform initiatives in teaching English as a foreign language and would lay connectivity and caring in teacher learning through reflection.

**Key words:** Reflective teaching, EFL, learner achievement, complexity, fluency

## **Abstrakt**

Qëllimi i këtij studimi është të gjëje më shumë fakte rreth strategjive të të mësuarit, mundësive që të gjejnë praktikat e të mësuarit. Ky hulumtim është bërë për t'i vë në pah praktikat e të mësuarit. Ky hulumtim sjellë në pah ndikimin e mësuesve të gjuhës angleze sa i përket reflektimit tek ndikimit të gjuhës angleze si gjuhë e huaj, poashtu si masë e cilësisë së të mësuarit dhe kompleksitetit gjuhësor. Studiuesit kanë zgjedhur të dhenat e sasise dhe cilesise, nëpërmjet intervistave të inqizuara audio me pjesemarrësit në studim, gjithashtu janë përfshirë masat dhe reflektimi i mësuesve. Pjesë e studimit kanë qenë 30 nxënës, për me shume (15 meshkuj dhe 15 femra) si dhe 6 mësues. Rezultatet janë shpallur si reflektimi i mësuesve, se pari efektet e Kosovareve ndaj performances me gojë në të shprehur, e për më shumë në lidhje me nxënësit në të folurit dhe rrjedhshëm dhe vështiresitë në të folur që mund të dalin, megjithatë është evidentuar që udhëzimet nga mësuesi që kanë dalur nuk është shfaqur ndonjë përparim në lidhje me shpejtesinë sa përket të folurit-shprehurit.

Shpresoj që kjo iniciativë sa do e vogël do të vendosë një lidhje mes mësuesit dhe nxënësit që është duke mësuar gjuhën angleze si gjuhë të huaj përmes reflektimit.

**Key words:** Mësim pasqyruar, , vështiresitë, saktësi, rrjedhshmëri.

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## 1. Introduction

These days have been widely interest in studying the notion of reflection as well as exceeding the reflective practice. Reflective teaching was first launched by Dewey (1933), who believed that “ teachers aren’t only passive curriculum implementers, but they can also play an active role in designing due to educational process” (p.49). Certainly, effective communication in a foreign language would severely be hampered without a ability to put grammar into use in a variety of situations (Batstone, 1994a; Hall, 1988; Widdowson, 1990). However, currently, there are concerns that a higher number of students are attending higher institutions to study English or other subjects in English with a very weak knowledge of English grammar and little ability to use the language accurately. The largest worries have probably been whether or not the specific or implicit method has to be favored, and additionally whether teaching instructions should take into account learners due to needs for teaching-communication. So starting from the late of the 18<sup>th</sup> century and up to the beginning of the 20<sup>th</sup> century, reflective teaching has been dominated by ordinary approaches toward EFL students, while may study teaching program, so for more its very important for learning of English language. After the world war two it was spread the Audio Lingual Learning Method, while by that form chosen the forms of communication as well as it was confirmed the most important thing, student in the center. Such form was developed widely also on pronunciation of the language, by that work students were learning new ways for new words as well as the way of using.

In the 1970s since it was spread the new era of general development, especially in industrial countries, it was crucial to develop the new approach that is called Communicative approach, such it was focused more on the meaning and developing of communicative abilities toward students.

The respective manner prepared learners for real life situations in different situations of communicative interaction in foreign language, and it focused on meaning as well as the way of using in the language context was introduced another approach that is called Communicative approach that focused more on meaning and developing communicative abilities. This approach prepared learners for real-life interaction in a foreign language, as well as it is focused on meaning instead of rules and teaching structures. The approach many times was criticized by followers as well as many of them "abandoned the grammar structure, however widely they liked and worked hard in the teaching basis programs, especially in EFL, for more many students were in lime light from levels of proficiently while studied the teaching basis program for students. Such way was very important for EFL program studies and shown successfully too" (Ross, 1990, p.69).

Schön (1983) divided the reflective practices in two categories: reflection in action, which is the evaluation of past experiences, and reflection-in-action, which is done simultaneously at the time of teaching. For more the categorization is still accepted by many researchers, in 1991, Van Menen has contributed to the field by adding the category of as reflection-for-action. Van Mannen developed the respective category which is based on evaluation of the existing experience and making inferences about the future situations or problems, as thought by Schön disregarded the use of reflection uses for future terms-actions. So these three categories were recently found to be effective and basically to each other (Uzum, Petron, & Berg 2014), relatively lack of studies have been conducted in the field of ELT using respective framework of reflective practices, especially on their work in online/asynchronous platforms. This study addresses that gap by examining the use of reflection-on- in and for-action by analyzing online reflective practice in in service teacher education.

### **1.1. Aims of the present study**

The purpose of this study is to investigate opinions that Glogoc upper-primary -school teachers' have about the effect of Reflective teaching on Kosovar EFL students' achievement, meanwhile their experiences of teaching English as a foreign language. Learners' opinions and experiences related to learning EFL are also investigated and carefully analyzed. So meanwhile researches should make large-scale research which is very important indicator for teachers as well as offer sufficient information for development approaches and strategies to take into account the learners' beliefs, experiences, wants and difficulties that might come up.

Reflective teaching applied in the classroom as in imperative interpretation in order the language education to be improved. Reflective teaching sometimes becomes critical oneself as well as gains important in the professional practice of English language teachers especially as the result of the benefits it can have on teaching practices and on teachers' professional life. Regarding of this Dewey has introduced the term of reflective teaching in 1933; he has considered to be active and deliberative process that involves the sequences of interconnected ideas that take in consideration the beliefs and knowledge. In school the actions are becoming routine and the needs to be changed could be easily. The reflection is considered as a thinking process, resulting in creating alternatives of teaching. He further stated that teachers who are unreflecting about their teaching often uncritically accept this everyday reality to their schools and concentrate their efforts on finding the most effective and efficient means to solve problems (As cited in Pedro, 2006, p.130) In this regard

teacher is important to implement the common recognize for routinized teaching methods, perhaps because of their teaching beliefs or lack of professional development generally.

Dewey's theory allowed me to understand that this process of reflection is not an easy one. Being reflective requires an understanding of why certain actions appear in this matter of teaching, while knowledge-based foundations come from their language skills and will be changed too. By it means that reflection should involve more than a simple reflective session or training. It is suggested that teachers should be able to accept and consider other current teaching ideas which can be found by reading recent research reports or by participating in any professional development program.

According to Zalipour (2015), reflective practice is destined for teachers who are disposed to think about their teaching practices on classroom and are expressing the will to set the reflective practice into action. "Reflective practice challenges teachers who have unquestioned assumptions about good teaching, as well as encourages them to examine themselves, tries to perform best as possible and practices in the interest of continuous improvement". (p.4)

It implies teachers' commitment to study hard their teaching practices to make changes based on weaknesses and develop action plans to improve the quality of their education instruction. Impedovo and Khatoon Malik (2016) stated that to be reflective practitioner, the teacher can set different strategies. They could, for example, analyze and question happenings within the teaching-learning context. So due to that shows more consideration related feelings and behaviors; keep regular or daily record of significant events; share stories about students' learning for encouraging; asks colleagues and students' families for their insights that's key manner, or reads professional literature to learn more about changing the environment and materials to support students' way of learning. (p.102)

Zalipour (2015) and Impedovo and Khatoon Malik (2016) agreed that reflection is a process of rethinking and analyzing certain actions in class so students and teachers reach their teaching and learning matters. Such contributions are similar to Dewey's definition.

### **1.2 Significance of the study**

This study is beneficial for the Kosovar students and educational system to provide data on the opinions of upper- primary –school students and ELF teachers in Kosovo. In the Kosovar context the reflective teaching appears as the ability to think about the teaching performance in the classroom. The results obtained from the study could offer teachers and stakeholders valuable information that can be used as the bases for developing appropriate approaches and strategies that take into considerations the learners' beliefs, opinions, wants and difficulties for foreign language learning and teaching.

### **1.3 Organization of the study**

First chapter introduces the statement of the problem, background of the study, research aims and objectives .

Chapter 2 presents previous studies and literature reviews on the importance of reflection and its impact on student achievement.

In chapter 3 research methodology and the aims of the study are explained.

All results obtained from data collected are presented and discussed in Chapter 4

Chapter 5 summarizes the results of the study, gives recommendations and limitation of the study.

## CHAPTER II

### Literature review

Different studies seek to find out students and teachers' opinions about the ways of reflective approach for students and teachers that are considered important in frame of learning the foreign language (Dewey, 2006), because "people' behavior is conducted by their perceptions". The ideas, whilst included the students and teachers' opinions can help to find some proclaims and helpful insights into their thinking process and actions regarding language learning and teaching. "Faith due to affect behavior and teachers, students can launch students to believe that teaching isn't effective and the teachers to think that their students are unmotivated (Jean& Simard, 2011). Naturally the problems will occur if the expectations of the students and teachers aren't in the same line. So, by that it can lead teachers to be hesitant in order to correct the errors of reflective approaches because they have to believe that students do not express well the corrections due to approach.

#### 2.1 The effects of reflective teaching on student's achievement

Reflection isn't a new idea, nor it is an uncontested one. It is rather a complex notion entailing variable meanings which only exacerbate the lack of clarity surrounding its use. A fact White and Gardner (2006) argue that "it is not possible or helpful to delineate and differentiate the separate meanings" (p.17). While realizing the difficulty, based on such task, the research attempts to explore the many facets of reflection in the hope of arriving at a conceptualization that would allow a new take on the term of its application in EFL. The history of reflective issues and its effects

has its roots with Plato and other great thinkers like Aristotle in Greece, Confucius in China and the Buddha in India whose wisdom was grounded in their ability to propose new ways of thinking based on reflective ideas(Houston,1988) In education, the roots of contemporary thought on reflection can be traced to the seminal writings of education psychologist John Dewey (1933) and philosopher Donald Schön (1983). In a research done with EFL and FL students in Arizona State University by (Loewen, 2004) the students responded a questionnaire comprised of Likert-scale items and open-ended questions. When they were required to respond the question: I like to be taught for reflective approach of ELT in the following ways. For more 12% of the students mentioned using the examples on real situation. They also required to possess and use the facts on real situation with students, while speaking to see them in different situations, as well as to identify the possible errors meanwhile, so such "detailed" could be identified on speaking much easily. Interaction was essential to the students, and therefore, they preferred games, activities and pair/group work.

In a research conducted by Loewen (2009) investigated why students liked or did not like teaching instruction is widely spread since teachers does not reflect toward students (Boud and Walker, 1998 Loughran, 2000). Many students liked the way of learning and reflected in the language process while expressing, so they thought that it helped them to learn the target language properly. The second thing it was to reflect more, so from the mistakes to improve the way of speaking in ELT. Third, while it reflects beyond, it helps widely to the pupils learning on general contexts of life not just the language, for more could be practicing the writing on different contexts. However, though some learners expressed that they enjoy the way of learning on reflection, they also admitted that they had to tolerate it because it was beneficial. In the current

research that's conducted by (Farrel & Lim 2005) investigated English teachers' opinions about how the reflective approach could be observed and evaluated the way they behave in the classroom as well as it may take some time to analyze from a distance. Reflective teaching is about more than just summarizing what happened in the classroom. If you spend all your time discussing the events of the lesson, it is possible to jump to abrupt conclusions about why things happened as they did. Barlett (1990) points out that becoming a reflective teacher involves moving through a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

Asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes. Asking "what and why" questions give us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom like. (Barlett 1990.267)The process of reflective teaching supports the development and maintenance of professional expertise.

## 2.2 Feedback and error correction

Error correction is performed by a teacher followed by a feedback is a common part of the most traditional as well as non-traditional school approaches. So, if we think about it, our goal is to teach the students (pupils) how to become independent learners and being able to check their own work,



completely independent from the others. Lack of awareness about necessity of doing this has become one of the hardest teaching challenges.

Students tend to submit their papers and worksheets immediately after finishing an exercise and according to my experience my question comes out whether they have checked their work ordinary as well as encountered with complete astonishment. Students often believe error correction is completely teacher's job. Therefore, such a view should be changed and the process of error correction should become an automatic process, where the students should be able to perform independently. Students have to develop their awareness of their responsibility for checking their own mistakes and peer-mistakes in the classroom.

Therefore, teachers should use different techniques to encourage self-check, which can provide the necessary tools for self-editing and proofreading and develop critical thinking and independence. The positive "side effect" of this approach is that evaluation gradually becomes an internal rather than external process, shifting the focus from grades to self-check and diminishing the tensions caused by grades.

### **2.3 Student Achievement**

Another variable being investigated in the study is student achievement. Learning a foreign language can occur through interaction in the classroom, teachers can modify their speech to understand the level of the learners ahead, as well as taking care of young children to understand and giving opinions and matching the experiences with the level of students (pupils) of different ages occurred in the schools. The most important input is to recognize the communication the students(pupils) have in the class, meanwhile, teacher could take in consideration to open the

debate wisely as well as to achieve the students involvement for any concern or issue that's students preoccupied. In addition, Krashen's comprehensible input hypothesis (Krashen, 1982) suggests that input learners receive shouldn't be beyond their level of proficiency, since only understandable input can help foreign language learning, and then improvement could come ahead after sometime. "Communication exercises prepare students for real-life interaction" (Thornbury, 1999,p.93). In communicative tasks, fluency is usually the goal in the language, whilst teacher tries to reach to the students. Therefore, it is vital that the attention is on meaning, which teachers are obliged to clarify toward students the real meaning for any word that can come up on classroom debate, so by that all students can give the shape of discussion properly. "Repetition is also important in communication goals: the target ways-forms should be frequently produced by learners in order to systemize and to occur. In a study by Loewen et al. (2009,p.10) with EFL and FL university learners in Michigan, some learners has made target the achievement instructions to memorize and through communication to come up with important rules to ease the cognition toward learning of language, especially for communication in general aspects that students might express their needs as well.

From the literature review, it can be noted that investigating students and teachers' opinions about reflective teaching is very important in learning a foreign language. First of all, teachers should always address the questions " how to" , "what" and "why" regarding their everyday instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

## **CHAPTER III**

### **Research Methodology**

This research is focused on measuring students and teachers' opinions about the effects of reflective teaching and the impact on the achievement of the EFL students in the primary school in Arllat, municipality of Drenas. The presents study uses a mixed method approach, notably, both qualitative and quantitative methods were applied for data collection. Regarding, the instruments for data collection, a questionnaire with students was used, as well as the interview with teachers from the same school. The teachers were selected and interviewed individually in the premises of the school in Arllat.

The questionnaire contains open-ended questions, due to language approach and reflection on EFL language, so for more the questionnaire with Likert- scale answer alternatives is emphasized. The questionnaire is conducted in one school, that is called "Abedin Bujupi" of Arllat and was distributed by random students, so by 30 students selected from 12 to 15 years old. The qualitative interviews are conducted with the teachers of the selected school as mentioned above, so with the purpose of investigating teachers' opinions and their experiences with the effect of reflective teaching on EFL student's achievement.

#### **3.1. Participants**

To accomplish the objectives of this study, 30 learners from a Primary School in Arllat, municipality of Drenas were chosen. The participants were teenager learners with the age range of 12 to 15 years old. Students were of both genders, females and males and all of them were

Albanians.

In addition, another sample of the study was total number of 6 language teachers from aforesaid Institute. The teachers have different teaching experiences, and they hold BA and MA degrees.

### 3.2. Instruments

In order to gather data and do the subsequent analysis two instruments were utilized in this study :teachers' interview and students' questionnaire.

The first instrument, the student questionnaire, used to investigate students' opinions, the effects of reflective teaching on Kosovar EFL students' achievement. The designed questionnaire is taken and modified from the study conducted by Sammaknejad and Marzban (2016).

It consists of 15 questions (see appendix A) used a five-point Likert-scale ranging from 1 for Strongly disagree, 2 for "Disagree",3 for "Neutral", 4 for " Strongly Agree" and to 5 for " agree".

and it was translated into Albanian

The questionnaire

Questions	SDA	DA	N	A	SA
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- 
1. My teacher respect the diverse talents  
of all learners
  2. My teacher designs instruction that helps us  
strengthen as the basis for our growth and learning.
  3. My teacher respects students' dynamic participation  
in the learning procedure
  4. My teacher motivates us to become self-determining,

and creative individual

5. My teacher is thoughtful and responsive listener

6. My teacher creates learning experiences that are based on principles of effective instruction

7. My teacher practices self-reflection

8. My teacher practices self-assessment for his professional learning

9. My teacher attends many seminars

10. My teacher creates interactive tasks

11. My teacher helps us to become autonomous

Learners

12. My teacher often asks us to write course reflection

13. My teachers speaks to us respectfully

14. My teacher always comes to the class

prepared for the lesson

15. My teacher uses variety of teaching techniques

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To identify the teachers' opinions and their experiences with reflection of the teaching process, the second instrument teachers' interview was applied in this study .The interviews consist of ten open-ended questions. The participants for the interviews were school teachers of the school "Abedin Bujupi" in the village Arllat, municipality of Drenas. The interviewers were informed about the procedures and questions of the interviews. All interviews are recorded, and the data are analyzed.

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***Interview questions:***

1. Do you write about your teaching experiences in a diary or a notebook?, Why or why not?
  2. Do you talk about your classroom experiences with your colleagues and seek their advice/feedback? Why or why not?
  3. Do you discuss practical teaching issues with your colleagues? How often?
  4. Do you observe other teachers' classrooms to learn about their efficient practices? Why or why not?
  5. Do you establish a clear set class rules and behaviors for your students to follow? Why or why not?
  6. Does highlighting own strengths and recognizing own weakness is a way of becoming reflective teacher? Justify your answer.
  7. Are you flexible about new opportunities and other ways of your routine instructional practices? Why or why not?
- 
8. How often do you attend seminars and conferences about teaching? Are they helpful to reflect on your own teaching?
  9. Do you think that teaching reflection increases student achievement? How?
  10. Can teacher professional development makes teaching perfect?

### **3.3. Research questions**

The present study addresses the following research questions:

1. What is the primary school students' opinions about their EFL teachers and their practices?
2. What are the students' experiences with teachers?
3. What are teacher's opinions about reflection in teaching and its connection to learner achievement?

### **3.4. Hypotheses**

**H1:** Students have positive attitude towards their teachers of English and their teaching practices.

**H1:** Students believe that their teachers are good classroom motivators .

H3. Teachers believe that their teaching reflection increase student achievement .

### **3.5. Aims of the research**

The present study aimed to investigate opinions that students of primary school "Abedin Bujupi" in Arllat have about effects of reflective teaching about their EFL teachers and their practices The study gives possibility to have an idea how the teachers approach teaching, how they are going to develop on their teaching practices and motivate their students to study more. Another important issue raised was student feedback and error correction for learning and its importance in ELT. The information that comes from this research can assist teachers to re-design the lessons.

## CHAPTER IV

### 4.1 Results from Interview with teachers

Chapter 4 presents findings from two research instruments, namely the student questionnaire and teacher interview. The data is carefully presented and analyzed. Based on teachers interviews , we can say that all teachers have given different answers to all 10 interview questions. Some of the teachers' responses are provided below:

#### **Q1: Do you write about your teaching experiences in a diary or a notebook? Why or why not?**

Based on the answers given on the interviews, two out of six participants responded that they keep notebooks, and four of them answered that they do not keep notebooks about their teaching experiences. The first teacher commented in the following way:

- "...reflective practices have become a common practice in language teacher education through the use of diaries and discussion of daily classroom achievement and failures.

The second teacher pointed out the following:

- "Diary writing in educational context has become a popular technique with several different types of application. It has now been used widely in both language teaching and in teacher training. All of the teachers agreed and have highlighted the benefits of keeping a diary for teachers' learning and teaching practices.

The third teacher concluded as it follows:

- "It is a magical thing. I will share my ideas in English. I was always dreaming of keeping a diary in English. I will continue to keep it from now on. I tried it once for a short period.

The fourth teacher concluded as it follows:



- “ It is important and I take I notes in my notebook, especially when something that ought to be used directly in the classes.”

The fifth teacher stated:

- “it is very important to keep the notes because it will be very useful toward English classes, meanwhile it strength the expressions while are in use more often”

The sixth teacher concluded as it follows:

- “It is very important to keep the notes, especially the experiences with students and then swapped with teachers who were widely involved in learning English.”

**1. Do you talk about your classroom experiences with your colleagues and seek their advice/ feedback? Why or why not?**

Teacher one responded:

- “We talk with our colleagues about classroom experiences a lot as it helps in preparing better lessons for our students . I think it is worthy to share those things with others“

Teacher 2 stated as it follows:

- “it is very important to launch the experiences with colleagues, because of the challenges and difficulties that learning process has”

Teacher 3 has responded as it follows:

- “ It is not required to know how does the colleague run my class, while students are known with the rules that teacher is going to follow in the class”.

Teacher 4 stated:

- “ it is very important swapping the information with colleagues, because every teacher is having something special as well as it gives you a strong view toward students behavior, especially to the students who are not ready to study the rules submitted in the class.”

Teacher 5 stated:

- “I constantly discuss with my colleagues, about teaching activities that I implement in classroom. Of course I also listen to my colleagues and if I like any activities that my colleagues implement, I would also implement them with my students.

Teacher 6 stated :

- “ I think it is useless what others are reflecting about students in the class, each one of us should have our own privacy.”

According to the respondents’ answers it seems most teachers value each other's experiences and consider them as an important part of the learning process.

## **2. Do you discuss practical teaching issues with your colleagues? How often?**

On the second questions the answers of the teachers are as follows:

Teacher 1 stated :

- “ I discuss teaching issues with my colleagues in order to see how they find the best way to know students as well as to establish communication in the class.”

Teacher 2 stated:

- “I discuss only with the teachers who teach the same classes that I am teaching too. It depends from the circumstances or difficulties that we might have.”

Teacher 3 stated:

- “We do discussions with colleagues very often in order to implement creative and innovative strategies to meet the needs of students.”

Teacher 4 stated:

- “ It depends on challenges we might have. We usually discuss regarding the experiences, sharing effective leaning techniques. This helps us to avoid isolation and encourage students to have independent thinking.

Teacher 5 stated as it follows:

“ we often discus various issues related to our students and practical teaching tips because it helps us a lot.

Teacher 6 stated:

- “ Yes we do. It is very helpful specially to collaborating on projects and sharing ideas, what works and what does not work .

Based on the answers there is

**3. Do you observe other teachers’ classrooms to learn about their efficient practices? Why and why not?**

Teacher 1 stated:

- “ I do not have time to observe and neither is requested, but I think it is a good idea to adopt a range of different teaching styles.

Teacher 2 stated:

- “We do not practice it but in my opinion all teachers teach in different ways, they discipline differently and perform strategies differently .Considering this it is not wrong if we share and incorporate different teaching methods.

Teacher 3 stated:

- “if my colleague would invite me, I would be part of the class of course and probably there might be something good that I might pick up some tricks or techniques that I can take into my classrooms.

Teacher 4 stated:

- “We never actually see each other teach. And it is not good . If our colleagues can become a part of our classroom they might suggest us what was wrong or what was right and this would facilitate teaching process.

Teacher 5 stated:

- “ we do not apply but it would be good observing other teachers to see the interactivity in the class”.

Teacher 6 stated:

- “I do observe my colleagues because there is a need to see how others teach in order to share successful teaching methods.

**4. Do you establish a clear set class rules and behaviors for your students to follow? Why and why not?**

Teacher 1 stated:

- “ Yes I do, usually at the beginning of the academic I think setting class rules makes my job easier and makes it easier for students to learn.

Teacher 2 stated:

- “yes I do, because I think it contributes to successful learning and an orderly environment.

Teacher 3 stated :

- “ Yes and I think establishing the rules should be the first lesson as it helps everyone not just teachers ,students as well.”

Teacher 4 stated:

- “ Yes. In almost cases I create classroom rules together with my students because this is more effective and they feel good as a part of that decision.”

Teacher 5 stated:

- ” I don’t know what to say. As a matter of fact students know what is expected of them and nowadays they are smart enough, and they do same thing that they would like for themselves ,to be clear they respect those who show them the same courtesy. So rules?I just keep for myself.

Teacher 6 stated as it follows:

- I establish class rules together my students because I think is more effective just as Erwin says, “One of the most effective and practical ways teachers can give students a say in the classroom is by allowing them to participate in developing the classroom rules or behavior guidelines.”

**5. Does highlighting own strengths and recognizing own weaknesses is a way of becoming reflective teacher? Justify your answer?**

Teacher 1 stated as it follows:

- " I totally agree because highlighting weaknesses means that there is a need to improve on and develop not just to feel like there is something we lack."

Teacher 2 stated as it follows:

- " Yes, reflecting on our own strengths and weaknesses gives us a better understanding of ourselves and how we do function."

Teacher 3 has stated as it follows:

- "When we know that we have something that we are not good at, improving it can make a huge change not just in our personality but in our teaching performance, too."

Teacher 4 stated as it follows:

- " Yes, I think there is a need to reflect on our own strengths and weaknesses as it helps us to become responsible and open-minded.

Teacher 5 responded as:

- "Yes I totally agree " To this question the teacher just agreed but he did not justify his response.

Teacher 6 stated as it follows:

- " By gathering information on what are our strengths and weaknesses we can develop a much broader and richer understanding of ourselves and this reflects on teaching

performance .”

**6. Are you flexible about new opportunities and other ways of your routine instructional practices? Why or why not?**

Teacher 1 stated as it follows:

- “I am always to reach something that may be closer to the students as well to reach better results while using practical lessons in the class. The reason as simply as that exists only students to understand clearly how it could be learnt easily by practical issues in everyday life.”

Teacher 2 stated as it follows:

- “I am not flexible, the lessons are always clear and the same for all students. The instructions always I give with examples, so the students should search for wider instructions, not teacher.”

Teacher 3 stated as it follows:

- “ There is a need to be flexible about new opportunities always to help students on problem -solving .

Teacher 4 stated as it follows:

- “ Upcoming things beyond lessons. I am always open to new things as well as new instructions to ease the process of teaching. The reason I am doing it, is very simple students should be in center.

Teacher 5 stated as it follows:

- “I always do something new, till students got the real exercises in the class, less theory in order to catch the core of the subject that is going to be discussed, that is my point.

Teacher 6 stated as it follows:

- “It depends from the circumstances.”

**7. How often do you attend seminars and conferences about teaching? Are they helpful to reflect on your own teaching?**

Teacher 1 stated as it follows:

- “ I think that seminars are significant because you got things the latest tested as well as gives the real impression that you are always in with students. So regarding to this my workshop were quite positive.”

Teacher 2 stated as it follows:

- “it is just wasting time, because the education system in classical form always stays in top and won't degrade the students and teachers too. “

Teacher 3 stated as it follows:

- “ Whenever I have a chance to be part of these seminars I go. From my experience they were quite helpful.”

Teacher 4 stated as it follows:

- ‘ I used to be part of these seminars .It is great because you can cooperate and share experiences with other teachers worldwide.”



Teacher 5 stated as it follows:

- “ It helps a lot .There is an opportunity to build collaborative partnerships with other teachers.

Teacher 6 stated as it follows:

- ” These seminars help create an effective learning environment and can improve teaching-learning situations ,so it is good to be part of them whenever we have a chance.”

### **9.Do you thing the teaching reflection increases students’ achievements? And how?**

Teacher 1 stated as it follows:

- “Teacher reflection is important because it is a process that helps a lot students’ achievement, effective teachers are aware when something does not work, that is why their practice can always be improved.

Teacher 2 stated as it follows:

- “ I don’t think that the teaching reflection can increase students achievement. In case students do not express interest for the subject, for sure they might fail .”

Teacher 3 stated as it follows:

- “When we collect information regarding activities in our classrooms and analyze them ,it is easy to identify more than just what worked and what didn’t, and we do have a chance to change things for better. So, I agree that teaching reflection increases students’ achievements.”

Teacher 4 stated as it follows:

- ” the biggest target is the teaching reflection, so regarding of respective manner, students

will achieve sufficiently the core of the lessons. It is proved that reflection gives real way reaching the success across students.

Teacher 5 stated as it follows:

- “reflection is the most important part to achieve the success. The current way is not easy but teacher should understand the importance of it “

Teacher 6 stated as it follows:

- “ Encouraging teaching reflection in schools, not only benefits teachers and students but the school as a whole.”

#### **10. Can teacher professional development make teaching perfect?**

Teacher 1 stated as it follows:

- “ It is very important because it develops teachers’ knowledge and skills they need to address students' learning challenges.”

Teacher 2 stated as it follows:

- “Teacher’s professional development may not reach making teaching perfect. The most important factor are students and society across. “

Teacher 4 stated as it follows:

- ” The biggest medal for the modern teacher, while these days are trying worldwide to invest because they see that practical things learnt may reach teaching perfect. “

Teacher 5 stated as it follows:

- “Professional development is effective as it causes teachers to improve their instruction and become better school leaders.”

Teacher 6 stated as it follows:

- ” Effective classrooms are result as a part of effective professional development because teachers who attend seminars and workshop to establish their professional development are trained in creating classroom content, modeling new techniques to use in their classrooms. And this makes teaching perfect”

Teachers in the interviews expressed that they should attend professional development training sessions because they can improve their instruction. The teaching should include practical things and new techniques to make teaching perfect. When it comes to reflection, teachers reported that it is very positive and encouraging teaching reflection in schools, not only benefits teachers and students but the school as a whole.

#### **4.2. Results from students’ questionnaire**

Students’ Questionnaires consisted of 15 questions and is modified from Sammaknejad and Marzban (2016). Despite that the situation with Covid 19 has made us difficult to select more participants, the questionnaire was sent only to those who had access to answer online. It was a good thing that students of different ages were able to use the system very easy as well as many details on to questions was discussed long as they wanted to.

Table 1. Respect of diverse talents

	Number	Percentage
Strongly disagree	10	33%
Disagree	8	27%
Neutral	5	17%
Strongly agree	3	10%
Agree	4	13%

Table 1 presents the results of the first question: "My teacher respect the diverse talents of all learners". Results show that 10 learners or 33% of the participants strongly disagreed , 8 or 27% disagreed, 5 of them or 17%, were neutral , three learners or 10%, strongly agree and 4 learners agreed.

Table 2. Design instruction

	Number	Percentage
Strongly disagree	2	7%
Disagree	5	16%
Neutral	3	10%
Strongly agree	8	28%
Agree	12	40%

Due to the question 2 on: "My teacher designs instruction that helps us strengthen as the basis for our growth and learning, 2 students strongly disagree, five of them or 16% only disagreed. Three of them were responded as neutral, 8 students agreed to this option and 12 of them or 40 % agree that

their teacher helps them due to design instruction.

3. Table 3. Students' dynamic participation in the learning procedure

	Number	Percentage
Strongly disagree	4	13%
Disagree	6	20%
Neutral	1	3%
Strongly agree	4	13%
Agree	15	50%

On the question 3: " My teacher respects students' dynamic participation in the learning procedure" outcomes show that a great number of participants, 15 from the total agreed , 4 have chosen the option strongly agree, just one student was neutral, 6 students disagreed and 4 of them strongly disagreed. Respondents' answers due to this question show a positive attitude respecting students' dynamic participation in the learning procedure.

Table 4. Motif towards self-determining and creative individual

	Number	Percentage
Strongly disagree	5	17%
Disagree	4	13%
Neutral	2	7%
Strongly agree	8	27%
Agree	11	36%

As it can be seen from the table 4 the results from the question 4: " My teacher motivates us to become self-determining, and creative individual" 5 students or 17% of students showed a strongly disagreement to this question,4 of them disagree, only 2 were neutral, 8 students strongly agreed and 11 students or 36 % agreed that their teacher motivates them to become self-determining and creative individual.

Table 5. Teacher as a thoughtful and responsive listener

	Number	Percentage
Strongly disagree	2	7%
Disagree	1	3%
Neutral	4	13%
Strongly agree	13	43%
Agree	10	34%

Regarding question 5: " My teacher is thoughtful and responsive listener, 13 students responded that they agree to this part, 13 of them strongly agree ,4 of them were neutral, only 1 student disagree and two from the total number strongly disagreed .The respondents' answers show that teachers are responsible and responsive listeners toward students.

Table 6. Learning experiences based on principles of effective instruction

	Number	Percentage
Strongly disagree	1	3%
Disagree	3	10%
Neutral	6	20%
Strongly agree	15	50%
Agree	5	17%

Respondents' answers due to the question 6 : " My teacher creates learning experiences that are based on principles of effective instruction" show that 15 students strongly agree ,five of them only agree, 6 students were neutral that was quite surprising ,3 of them disagreed on this question and just one student showed a strongly disagreement. Due to this, 50% of students appreciate the role of the teacher as a very effective instructor.

Table 7. Practice on self-reflection

	Number	Percentage
Strongly disagree	3	10%
Disagree	5	17%
Neutral	6	20%
Strongly agree	11	36%
Agree	5	17%

Results on the question 7 :” My teacher practices self-reflection” indicates the following responses:3 students strongly disagree,5 students disagree,6 of them were neutral, 11 students or 36% of students strongly agreed and 5 students or 17% agreed.

Table 8. Teacher’s practices on self-assessment for his professional learning

	Number	Percentage
Strongly disagree	6	20%
Disagree	5	17%
Neutral	2	7%
Strongly agree	11	36%
Agree	6	20%



According to the question:” My teacher practices self-assessment for his professional learning” respondents’ answers indicates: 11 students strongly agreed ,6 of them agreed ,2 students were neutral, 6 of them strongly disagreed and 5 students disagreed.

Table 9. Teachers’ attendance in seminar

	Number	Percentage
Strongly disagree	8	27%
Disagree	3	10%
Neutral	3	10%
Strongly agree	12	40%
Agree	4	13%

Due to the question 9 we can see that students are aware related to teachers’ attendance in seminars .There are 8 students that strongly disagree to this questions, 3 of them disagree, 12 or 40% students strongly agree, 4 students responded that agree and 3 of the total number were neutral.

Table 10. Creating interactive tasks

	Number	Percentage
Strongly disagree	3	10%
Disagree	5	17%
Neutral	0	0 %

Strongly agree	6	20%
Agree	16	53%

Regarding to the question : "My teacher creates interactive tasks" from the results we can state that teachers create interactive tasks in the class as 16 students or 53 % agreed to this option, 6 of them strongly agreed, 5 students disagreed and only 3 students strongly disagreed.

Table 11. Autonomous learners

	Number	Percentage
Strongly disagree	0	0%
Disagree	2	7%
Neutral	4	13%
Strongly agree	14	47%
Agree	10	33%

As it can be seen from the table 11 a great number of students due to the question "My teacher helps us to become autonomous learners" 14 students from the total number strongly agreed, 10 of them agreed, there were no students who strongly disagreed, 2 of them just disagree and 4 students were neutral.

Table 12. Writing course reflection

	Number	Percentage
Strongly disagree	5	17%
Disagree	3	10%
Neutral	7	23%
Strongly agree	5	17%
Agree	10	33%

Results from the question “My teacher often asks to write course reflection” show that teachers value course reflection as 10 students agreed to this option, 5 students strongly agreed ,7 of them were neutral ,3 students disagreed and 5 students strongly disagreed.

Table 13. Speaking respectfully

	Number	Percentage
Strongly disagree	3	10%
Disagree	5	16%
Neutral	/	
Strongly agree	15	50%
Agree	7	23%

On the question :“My teacher speaks to us respectfully” students’ answers revealed that the teachers show consideration towards students ,appreciate and honor them. From the total number of students 15 of them strongly agreed, 7 students agreed ,5 students disagreed and only 3 students strongly disagreed. To this point teachers are aware and well-mannered when it comes to speaking respectfully to students.

Table 14 Teacher’s preparation for the lesson

	Number	Percentage
Strongly disagree	2	7%
Disagree	1	3%
Neutral	3	10%
Strongly agree	17	57%
Agree	7	23%

Due to the question :“My teacher always comes to the class prepared for the lesson” results show that students appreciate and know when teachers are thoughtfully prepared for the lessons as 17 students responded strongly agree,7 of them agreed ,only one student disagree, 2 students strongly disagree and 3 students responded as neutral.

Table 15.Variety of teaching techniques

	Number	Percentage
Strongly disagree	4	13%
Disagree	2	7%
Neutral	5	17%
Strongly agree	11	37%
Agree	8	26%

Based on the question :”My teacher uses variety of teaching techniques” students’ answers show as follows : 11 students strongly agree that their teachers use variety of teaching techniques, 8 of them only agree ,five students were neutral , two of them showed disagreement and 4 students strongly disagreed.

Table 16. Students’ involvement in the class

	Number	Percentage
Strongly disagree	2	7%
Disagree	3	10%
Neutral	/	/ %
Strongly agree	14	46%
Agree	11	36%

Due to the question “My teacher involves all students in the class” respondents answers show that teachers value students’ involvement in the class as this makes teaching more engaging. From the total number of students 14 students strongly agree, 11 students agreed, only 2 students strongly disagreed and three of them disagreed.

Overall, questionnaire results showed that teachers involve the students often in the classes and they create interactive tasks in the class. It seems that students also believe that they teachers are motivated to teach EFL and practice self-reflection. 10% of the participants reported that teachers ask them to reflect in classes and it helps them a lot.

## CHAPTER V

### 5.1 Discussion and Conclusion

Chapter five summarizes the results collected from questionnaires and interviews.

The current study aimed at investigating the impact of reflective teaching, more specifically to investigate students' opinions of the primary school of Arllat, about their EFL teachers and their practice and students' experience with teachers. Another important aspect was to identify the teachers' opinions about effects of reflective teaching on Kosovar EFL students' achievement. The interviews questions were designed for the purpose of addressing the third research question of the study. The data collected from students' questionnaire were analyzed in order to answer research questions one and two.

Regarding the first research question "What is the primary school students' opinions about their EFL teachers and their practices?" the results of this study showed that teachers involve the students often in the classes and they create interactive tasks in the class and use a variety of teaching techniques and learning experiences that are based on principles of effective instruction. Results also show that students appreciate and know when teachers are thoughtfully prepared for the lessons. Students believe that reflective teaching procedure has a positive effect on the improvement of the teachers' performance. This result highlighted and has confirmed our hypothesis that students have positive attitude towards their teachers of English and their teaching practices.

In response to the second research question, "What are the students' experiences with teachers?"

,the present study found that a great number of students believe that their teachers motivate to teach EFL and respects students' dynamic participation in the learning procedure. To this point Dewey (1933) highlights " the responsibility" as one of the characteristics of a reflective teacher. What is more important teachers value students' involvement in the class as this makes teaching more engaging, they are responsive listeners toward students and helps students to become autonomous learners .To a great extent almost all students' answers revealed that their teachers show consideration towards students , speak respectfully ,appreciate and honor them. The findings of this research question is what is stated by Waltermire (1999) that reflective practice begins with a teacher's passionate commitment to help children to be successful This has confirmed our second hypothesis that students believe that their teachers are good classroom motivator.

Research question three " What are teacher's opinions about reflection in teaching and its connection to learner achievement?" the findings revealed that in general teachers' opinions were positive as reflection was considered as a very important factor in increasing students' achievement. Almost all teachers see reflection as the right real way reaching the success across students. According to them effective teachers are aware when something does not work, that is why their practice can always be improved and hopefully there is a chance to change things for better. More importantly in their opinion teaching reflection is very positive and encouraging because not only benefits teachers and students but the school as a whole. This comes in line with what Richards and Lockhart (1996) state that a reflective approach to teaching is "one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching"(p.1). This



finding supported the study's first hypothesis that teachers believe that their teaching reflection increase student achievement.

The present study sought to explore the effect of reflective teaching. The results indicated that reflective teaching procedure has a significant effect on the improvement of EFL teachers' performance. The practice of teaching can influence the ways learners approach and view the learning process. As teachers, we need to reflect upon our practice in order to promote more effective learning on the part of ourselves and the learners.

### **5.3. Recommendation**

The data collected from this research study may provide a basis for many English teachers about teaching of English language in their classes. Based on the findings the teacher of English language

should include different materials whilst students can reach the core for better learning, as per example the little students are much addicted with pictures in their teaching lessons as much as possible, especially to establish their own ideas and vocabulary. So the respective method may achieve discussion in the class in small groups of students and big groups of students like debates, for more could provide ease approach to students generally, for more such groups of students simply as that can express the ideas for close communication in the class, meanwhile it improves a lot the high potential for opinions, in order to identify talent communicators of the foreign language, such case as English language that it is occurred among students in our classes.

Also the teachers should not avoid feedback and error correction, because the students may

learn the language in the wrong manner from the beginning and then later is harder to improve and avoid the errors. The big errors that may interfere the communication should be corrected with examples and manners, whilst students may not feel shame, but in a way that students do not decrease their motivation anyway. So all the time students should be in the center with their opinions, so by respective manner may improve their way of communication approach in the class. Teachers should use the appropriate methods of teaching and not only a traditional method in order to gain from the students the results that they want. The learning of the English language always should be provided from teachers with attract ways, whilst students feel themselves important by their opinions and their approach always to be précised too. It is not easy to reach such effects, however teachers should have the willy to reach the best way for English as foreign language.

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**Appendix A**

**Student questionnaire**

QUESTIONS	Strongly disagree	Agree	Neutral	Agree	Strongly agree
My teacher respect the diverse talents of all learners					
My teacher designs instruction that helps us strengthen as the basis for our growth and learning.					
My teacher respects students' dynamic participation in the learning procedure					
My teacher motivates us to become self-determining, and creative individual					
My teacher is thoughtful and responsive listener					
My teacher creates learning experiences that are based on principles of effective instruction.					
My teacher practices self-reflection					
My teacher practices self-assessment for his professional					

learning					
My teacher attends many seminars					
My teacher creates interactive tasks					
My teacher helps us to become autonomous learners					
My teacher often asks us to write course reflection					
My teachers speaks to us respectfully					
My teacher always comes to the class prepared for the lesson					
My teacher uses variety of teaching techniques					
My teacher involves all students in the class					

## Appendix B

### Teachers' Interview

1. Do you write about your teaching experiences in a diary or a notebook?, Why or why not?

It depends, because sometimes may be boring.

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2. Do you talk about your classroom experiences with your colleagues and seek their advice/feedback? Why or why not?

It depends of the context, related of the colleagues experience as well as it depends the character of the colleagues, because sometimes may get bad experience, whilst every teacher do have own opinions among students in different classes.

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3. Do you discuss practical teaching issues with your colleagues? How often?

It depends how may be pragmatic and fair with me.

---

4. Do you observe other teachers' classrooms to learn about their efficient practices? Why or why not?

Not really, because while they are having lessons, meanwhile I am having in my classes too.

---

5. Do you establish a clear set class rules and behaviors for your students to follow? Why or why not?

Yes, I am doing in the beginning of the semester, meanwhile I am giving instructions clearly due to rules and behaviors.

---

5 Does highlighting own strengths and recognizing own weakness is a way of becoming reflective teacher? Justify your answer.

---

Yes, because in order to reflect positively, I think should give out the appearance for reflection

as well as gives strength toward students in the class.

---

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

Why or why not?

Yes, especially for themes which are new and takes time to reach the cognition, especially for technologies that relates widely in English lessons.

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8. How often do you attend seminars and conferences about teaching? Are they helpful to reflect on your own teaching?

It depends, by whom is organized in order to precise the teaching concerns, because sometimes whilst are not interesting, it may be waste of time.

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9. Do you think that teaching reflection increases student achievement? How?

Yes, because the reflection of teacher is fruitful to access appropriately on the concerns whilst students aren't clear toward lessons.

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10. Can teacher professional development makes teaching perfect?

Always professional development gives perfect teaching, especially modern lessons for more audio and video inserts, whilst are giving instruction to ease learning.

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