

A characteristic that distinguishes a reflective teacher from a non-reflective one is the analysis a teacher does over what has been done in the classroom. A reflective teacher considers the probable diary or report of the activities done in the classroom to find the weaknesses and attempts to change them into strengths

Conclusion

Reflective teaching poses the question, 'who reflects on what?'. It is the rethinking of teachers over what they have done in a classroom situation. They analyze what they have taught and how they can step up what they have done for a better learning outcome. Reflective teaching is learning more about what a teacher has done through reflecting on it. In the practice of reflectivity, the teachers can improve their effectiveness in their classes. However, reflectivity is not possible on the side of a teacher unless s/he possesses some characteristics.

A characteristic that distinguishes a reflective teacher from a non-reflective one is the analysis a teacher does over what has been done in the classroom. A reflective teacher considers the probable diary or report of the activities done in the classroom to find the weaknesses and attempts to change them into strengths. Through doing this, a teacher does not teach in the same way again. In this process, one crucial point a teacher notices and keeps in mind is that not all classes are the same. As people are distinct, the atmospheres where they

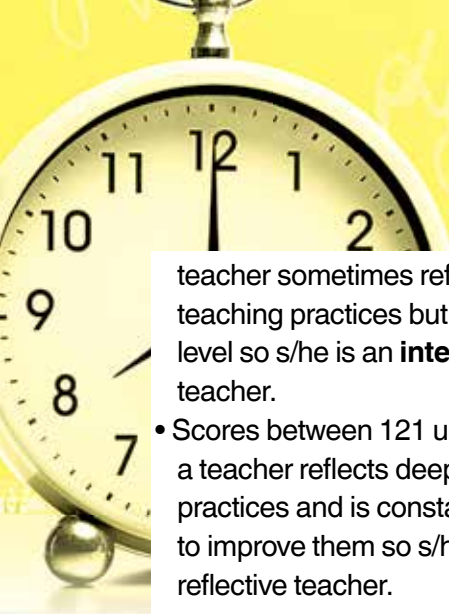
attend are also different, too. So what might apply in one class might not be practicable in another. A reflective teacher constantly seeks feedback from different sources. These references can include other teachers, managers and administrators, parents, and most importantly classroom students. Finally yet importantly, a reflective teacher knows well that teaching is not an easy job to be done solo. There are factors other than the teacher him/herself that influence the efficiency of whatever is practiced in the class. Reflective teaching is a collection of factors that optimize a teacher's efficiency, and that is what a reflective teacher knows well.

References

- Choy, S. C., & Oo P. S. (2012). Reflective thinking and teaching practices: A precursor for incorporating critical thinking into the classroom. *International Journal of Instruction*, 5(1), 167-182.
- Dewey, J. (1993). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston: D. C. Heath.
- Farrell, T.S.C. (2008). *Novice language teachers: Insights and perspectives for the first year*. London: Equinox.
- Gore, J., & Zeichner, K. (1991). Action research and reflective teaching in preservice teacher education: A case study from the United States. *Teaching and Teacher Education*, 7(2), 119-136.
- Hamilton, S. J. (2005). Development in reflective thinking. Abstract retrieved from http://www.reap.ac.uk/reap07/portals/2/csl/trydy%20bant/Development_in_Reflection_Thinking.pdf
- Juhary, J. (2014). English language teaching: The reflective practices of an oral communication class. *Canadian Center of Science and Education Journal*, 7(4), 136-138.
- Kelly, P. (2011). Unconsidered activity, craft expertise and reflective practice in teaching. *Reflective Practice Journal*, 12(4), 557-568.
- McKay, S. L. (2007). *CAPE alumni internet connection: English teacher talk*. Retrieved from www.cape.edu/docs/TTalk0014.pdf.
- Mann, S. (2005). The language teacher's development. *Language Teaching*, 38, 103-118.
- Mann, S., & Walsh, S. (2017). *Reflective practice in English language teaching, research-based principles, and practices*. New York: Routledge.
- Nikolov, N. (2015). Drama and language self/peer-evaluation: An innovative tool for fostering EFL students' speaking skills. *Journal of English studies*, 6 (2), 113-132.
- Rushton, I., & Suter, M. (2012). *Reflective practice for teaching in lifelong learning*. Cambridge: Open University Press.
- Shokouhi, M., Moghimi, S. A., & Hosseinzade, S. (2015). Introducing reflective practice from a sociocultural perspective: Toward a strategically mediated reflective practice framework. *Applied Linguistics and Language Research*, 2(4), 74-83.



15. I like to take into consideration my past performance and integrate it with what I am doing in the present to help me better prepare for the future.					
Knowledge construction	5	4	3	2	1
16. I am only interested in getting my assigned classes done properly, I basically do not have the time or interest in talking to my colleagues about their strategies and goals for their classes.					
17. I like to know how I do in my teaching, so every opportunity I get I ask for feedback from my supervisors so that I can improve the way I deliver my lessons.					
18. Students learn very differently from when I was in school, I need to look into new strategies to better deliver my lessons so that I can remain relevant now as well as in the future.					
Metacognition	5	4	3	2	1
19. I have a certain way of delivering my lessons that I am comfortable with, I do not know why I do it the way I do it, I just do.					
20. I am always interested in self-discovery so that I can apply the knowledge to how I do things and perhaps hone myself to be a better teacher.					
21. I try to reflect on what I do during my lessons so that I can enrich the strategies I use with new and more effective ones. Sometimes I can get inspirations by talking to my colleagues from other fields.					
Developing Lifelong Learning Skills	5	4	3	2	1
<i>Developing an identity as a learner</i>					
22. Sometimes the feedback I get from my students and supervisor are so confusing I do not know what to make of them, I do not think it is actually going to help me learn anything about the way I conduct my lessons.					
23. I know I am still learning to be a better teacher and the feedback I get from students and supervisors could be helpful in improving my future performance.					
24. I know that I am learning about my profession all the time and I have already a set of practices which I am comfortable with, although the feedback I get from students and my supervisor will help me improve those practices even more.					
Transferring learning to other contexts	5	4	3	2	1
25. I generally get good comments from students so I think I am doing quite well as a teacher overall.					
26. I know that all feedback is just opinions of others about me. There must be some truth in what they see, if not they will not make them. I need to weigh the feedback I get against some of the opinions and assumptions I have about myself.					
27. I know I make assumptions about a lot of things and when others give me their opinions about how I am teaching I must put it into perspective. After all, I can learn from all the feedback I get.					
Understands learning as a lifelong process	5	4	3	2	1
28. I know what I am doing as a teacher and I do not spend much time reflecting on my practices as a teacher.					
29. I know I have my strengths and weaknesses and teaching is a difficult job to carry out. I need to constantly look at my practices in order to be more effective with my lessons.					
30. I know how I present my classes will influence how my students will behave towards the subject. Every time I present a class I need to be cognizant that I need to reflect on how I have taught and made changes the next time if necessary.					
Influence of Belief about Self and Self-Efficacy	5	4	3	2	1
<i>Developing a personal belief system</i>					
31. I believe that I need to take care of my own needs first before I can take care of other people's needs.					
32. I know that what I believe about myself and others will ultimately control my behaviour.					
33. I am aware of my beliefs and know that these beliefs will influence my behaviour towards myself and others.					



teacher sometimes reflects on his or her teaching practices but not on an in-depth level so s/he is an **intermediate** reflective teacher.

- Scores between 121 up to 165 mean that a teacher reflects deeply on his or her practices and is constantly making efforts to improve them so s/he is an **advanced** reflective teacher.

Teachers engage in a continuous cycle of self-observation and self-evaluation for knowing their own reactions to classroom situations

Table 2. Questionnaire for Reflective Thinking for Teachers

Ability to self-assess	5	4	3	2	1
<i>Observing own performance</i>					
1. I always think of what I have done during my lessons so that I can improve on it further.					
2. I tend to follow orders rather than be innovative because I do not want to get in trouble.					
3. I try to think of what I teach my students in terms of my own area of discipline so as to enhance my lesson.					
<i>Using feedback and evidence</i>					
4. I feel very anxious about feedback given to me by students, it is as though they are evaluating and judging me as a person.					
5. I think students' feedback is important as it will help me understand them better.					
6. I feel that students' feedback is important as this would give me an indicator of the areas of my strengths and weaknesses.					
<i>Finding and analyzing patterns</i>					
7. I always think that what and how I did during my lesson is an important indicator of my effectiveness.					
8. I know that in a lesson there are many areas, like content and context that can make or break a lesson.					
9. I always try to look for areas of connectivity between what and how I teach with my life experiences.					
10. Whenever I am faced with a mistake that I have made I try to make connections and learn from my experience and then use it to move forward.					
11. I know I make mistakes but sometimes I feel I cannot do anything about it.					
12. As a teacher, I know that the mistakes I make can have an influence on the lives of my students.					
Awareness of How One Learns	5	4	3	2	1
<i>Concepts and misconceptions</i>					
13. When students give me feedback I do not take it much into consideration because I feel that it is just their opinions anyway. I do not worry about it as long as I feel I am doing my job.					
14. I think that it is important that I take students' feedback into consideration as that will help me improve on what I am doing now so that I will perform better in the future.					

- Teachers can overcome doubts and fears to critically assess their practice and make a meaningful change (Farrell, 2008).

Sociocultural Learning Perspective and Reflective Practice

Sociocultural learning perspective is one of the most significant perspectives on professional development and learning which has relevance to the process of reflective practice. This perspective emphasizes the social nature and social interactions. The central view of this notion is that learners create their own understanding and knowledge by making connections, building their concepts, and mental schemata through collaborative meaning-making. It tries to increase our understanding of the theoretical underpinnings of reflective practice (Mann & Walsh, 2017). There is a relationship between reflective practice and dynamic assessment which results from the collective actions of students and teachers together in the classroom. Dynamic process is the view of coming to know and knowing in practice as a process which is distributed across participants rather than individuals. Knowing in practice is also a constructive process from which those involved remember the experience of participation and form the basis of participants' subjective knowledge in practice. Therefore social practice is the outcome of a dynamic process which relates to reflections of practitioners (Kelly, 2011). Shokouhi, Moghimi, and Hosseinzadeh(2015) indicated that reflective practice is a kind of framework for sociocultural theory and it has great advantages over the other frameworks in which reflective practice is treated as an individualistic and an introspective process.

The Sample Questionnaire for Reflective Teaching

We suggest teachers to use the following questionnaire with a Likert scale for estimating their reflective practice. This questionnaire consists of 33 items where respondents are asked to circle the number that describes the way they think about their teaching practice on a scale of ...1 to 5. (1) strongly agree, (2) disagree with reservations, (3) you are neutral about the statement, (4) agree with reservations, (5) indicating that you strongly agree. This questionnaire is adapted from Choy and Oo (2012) that is published in "*International Journal of Instruction*". The topics of the questionnaire were created based on research by Hamilton (2005) on the development of reflective thinking. The statements cover three major areas of development; that is, ability to self-express, awareness of how one learns, and developing lifelong learning skills. Choy and Oo (2012) added another area, the "influence of belief about self and self-efficacy" (p.173). We have broken down the indicators into sub-sections. The scoring of the questionnaire is calculated by adding the scores that a teacher has gained from each question.

Reflective teachers are those who promote reflection as an essential tool in their classrooms and reflective practice is an interactive process between a teacher and students

- Scores between 33 up to 77 mean that a teacher seldom reflects on his or her practices and would likely just follow orders so s/he is an **introductory** reflective teacher.
- Scores between 77 up to 121 mean that a

teachers often base their choices on what they have learned in their teacher training.

- Individual values: a teacher has specific educational, political, moral, and social values based on his/her experiences. These values can affect the choices a teacher makes in his/her teaching practices.

Characteristics of Reflective Teachers in Contrast with Non-Reflective Teachers

Teachers should find the new ways of teaching and avoid routine behaviors through reflective practices. Therefore, it is necessary to specify the distinctions between reflective teachers and non-reflective teachers. Table 1 shows the distinctions between the two types of teachers:

Values and Importance of Reflective Teaching

Reflective teaching has a central position in professional education and teachers' experiences signify its role in effective teaching. Thus, three values should be considered regarding the importance of reflective teaching:

- The process of reflective teaching relates to the concept of development, education, and training. By these concepts, we can understand that some skills, instruments, and strategies can be taught to enable teachers to become reflective (Mann, 2005).
- Reflective teaching is the method to deal with classroom barriers. In this process, teachers should not be passive in classroom situations; they should have an active role as an innovator in the classroom (Dewey, 1993).

Table 1. Characteristics of Reflective and Non-reflective Teachers

Reflective teachers:	Non-reflective teachers:
Gather helpful information about students' needs to deal with the problems	Neglect the students' needs
Are manageable and supportive	Are unmanageable and discouraging
Keep themselves up-to-date with relevant issues in teaching subjects	Use old-fashioned techniques in class
Modify their methods for a specific class	Use the same method for all classes
Are effective and creative	Are unimaginative and conservative
Attend many workshops and study more on related materials	Have no interest in participating in workshops
Share information with other teachers	Do not share their information with anyone
Take responsibility for their own professional development	Are irresponsible
Work as members of a team	Sticking to their own authority in class without taking part in the group
Foster positive working relationships	Do not pay attention to positive working relationships
Take part in overall curriculum planning	Do not take part in curriculum designing
Have time set in class	Do not manage their time in class
Focus on strengths and weaknesses of students	Do not accept individual differences among students

Introduction

Reflective practice was introduced in the late nineteenth century by Dewey, followed by other prominent scholars such as Schön, Kolb, and Gibbs (Rushton & Suter, 2012). As Dewey (1933) argued, a reflective process starts with a perceived conflict in a context, continues with the interpretation of classroom activities and ends in making a decision regarding removing the problem. Gore and Zeichner (1991) proposed that reflection is thinking about an action in the context; therefore, teaching as a reflective practice comprises two processes:

1. Self-observation: in this process, teachers must consider their students' needs, goals, interests, habits, lessons, and the time of the class.
2. Self-evaluation: teachers make a decision about their classes. According to Nikolov (2015), self-evaluation is the result of self and peer correction and helps learners to become more reflective in the learning process. In this process both teachers and learners are responsible. Learners evaluate themselves and their peers, and teachers evaluate everyone in the context. They can all gather together and discuss their reflections and the critical comments from the evaluation exercise. In this way, teachers can decide on the classroom context.

Therefore, reflective teachers are those who promote reflection as an essential tool in their classrooms and reflective practice is an interactive process between a teacher and students. It is not only about making the teacher a better educator, but it is also about making the students aware of their learning processes. Teachers engage in a continuous cycle of self-observation and self-evaluation for

knowing their own reactions to classroom situations. In reflective teaching, according to Cunningham (2001 as cited in Juhary, 2014, p.141), observing and refining teaching practices on an ongoing process is a vital goal. This goal can help teachers to recover their teaching, and adopt suitable strategies to teach in a particular situation.

Characteristics of Reflective Teaching

The ability to reflect upon practice is a systematic way which is considered a requirement of professional practice. Some characteristics of reflective teaching are as follows:

- It is a combination of skills and enquiries with attitudes of responsibility and open-mindedness and a cyclical process in which teachers revise their works.
- It is based on self-reflection and teachers' judgment of educational activities.
- Open-mindedness is willingness to listen to more than one side of an issue and to give attention to alternative options.
- According to McKay (2007), three factors contribute to reflective practice:
 1. Teachers' experiences: teachers spend many hours in their classrooms; thus they gain many experiences about the role of students, lessons, and curriculum in the context. Reflective teachers draw on these beliefs when they make decisions about what to do in their own classrooms.
 2. Sufficient knowledge: Teachers must have sufficient knowledge about students' needs in different classroom situations, learning progress and the content they want to teach, course management, the role of interaction, and the goals of the course. Reflective

The Characteristics of Reflective Teacher and Reflective Teaching

Mahboobeh Joze Tajareh

Mahboobeh.Joze@yahoo.com

Mojgan Rashtchi

Islamic Azad University North Tehran Branch, Tehran, Iran

Email: mojgan.rashtchi@gmail.com

چکیده

معلمان فکور از ابزارها و راهکارهای متفاوتی برای فهم بهتر شرایط کلاس و حل مشکلات روند آموزش استفاده می‌کنند. در آموزش مبتنی بر اندیشه‌ورزی، معلمان واکنش‌های دانش‌آموزان و نیز نتایج استفاده از یک نظریه یا راهکار خاص در کلاس را می‌سنجند، که در نتیجه با جمع‌آوری تجربیات آن‌ها قادر به تطبیق یا اصلاح نظریه انتخابی هستند. در روند آموزش مبتنی بر اندیشه‌ورزی معلمان باید نظریه‌های آموزشی را در عمل پیاده کنند و برای یافتن راهکارهای مناسب نظریات دانش‌آموزان را نیز مورد توجه قرار دهند. این مقاله بر اهمیت آموزش مبتنی بر اندیشه‌ورزی تمرکز دارد و هدف آن معرفی دیدگاه‌های مختلف این نوع آموزش است.

کلید واژه‌ها: تدریس مبتنی بر اندیشه‌ورزی، معلم فکور (اندیشه‌ورز)، آموزش مبتنی بر اندیشه‌ورزی، دیدگاه‌های فرهنگی-اجتماعی

Abstract

Teachers use different tools and techniques to gain an understanding of the context in which the class is held in order to resolve problems through the process of reflection. In reflective practice, teachers observe their students' reactions and the results of using a particular theory or technique in class and gather all their experiences in order to adapt or modify the theory chosen. In the process of reflection, teachers must relate teaching theory to teaching practice and observe the students' responses regarding the findings of an appropriate theory or a technique. This paper focuses on the importance of reflective teaching and aims to introduce different perspectives involved in this issue.

Key Words: reflective teaching, reflective teacher, reflective practice, sociocultural perspective