

REFLECTIVE TEACHING OF EFL INSTRUCTORS AT SHAMBU COLLEGE OF TEACHER EDUCATION

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Article Info	Abstract
Article History Received: May 2022 Revised: June 2022 Published: July 2022	<i>Being reflective is one of the most paramount capabilities that instructors need to be ready with post-method technology for their professional growth and development. The present study aimed to discover reflective teaching from extraordinary views in phrases of a) determinants that simulate instructors to reflect, b) outcomes that instructors revel in due to their reflective teaching, and c) boundaries that can get up and prevent instructors from reflective teaching. A qualitative data approach was hired to accumulate records from 10 EFL instructors triangulating semi-structured interviews, diaries, journals, and observations. Data analysis through thematic analysis is used for this to take a study. The results revealed that tinstructors not only reflect to respond to a problem, but additionally they reflect on diminishing some negative elements like strain or tension on the part of each trainees and themselves in addition to improving, enhancing, or mending something in teaching or studying. The codes of determinants have been additionally conceptualized into three large categories of reflection-in-action, reflection-on-action, and reflection-for-action, with the reflection-for-action, used more regularly by using the instructors. In the case of effects, the codes were labeled into classes of inner and outside outcomes. It was also concluded that some of the results reinforce the reflective teaching and play the role of determinants motivating instructors to reflect again. Regarding the boundaries, after categorizing the codes into external and internal boundaries, it was observed that external factors are more robust.</i>
Keywords EFL instructors; Reflection; Reflective teaching;	

How to cite: Moti, A. D. (2022). Reflective teaching of EFL Instructors at Shambu College of Teacher Education, *JOLLT Journal of Languages and Language Teaching*, 10(3), pp. 392-402. DOI: <https://doi.org/10.33394/jollt.v%vi%i.5186>

INTRODUCTION

According to Isola (2019), teaching is an interactive, complicated and personal process and becoming a professional instructor is a complex process. Therefore, to become an instructor is not the end but the starting point of a developmental process. This developmental process requires novice teachers to take actions in order to be able to continue and be successful in their profession. Consequently, there may be a long path between being a novice trainer and turning into a professional one. The manner of becoming expert in teaching is so disturbing and difficult that now not each trainer can live to tell the tale from (Farrell, 2016).

English as a foreign language (EFL) instructors are continuously worried in diffusion of issues regarding inter-lingual and intercultural components of language teaching. During the critical preliminary years of their profession, they want to struggle for survival. As Richards and Richards and Lockhart (1994) counseled, they progressively make their repertoire of their teaching techniques as they benefit revel in and those techniques incorporate their teaching styles. In addition they need to examine from each second of their teaching and promote their attention of the way they educate. This could be performed via the concept of reflection that instructors require to hire to help them approach being professional of their career, to allow and result in changes in present practices (Marcos, Sanchez, &

Tillema, 2011), and to put off exercises. They should constantly mirror, examine, study, and therefore exchange on the way to take away the danger of being disregarded by the principals. They need to always analyze by way of trial and blunders and benefit from this enjoy in making plans and guidance for the destiny situations. The continuation of this technique leads them towards becoming expert and success instructors. According to Schon (1987) and Farrell (2012) distinguish reflection-in-action and reflection-on-action: Therefore, it takes place when instructor retrospectively considers and analyzes his/her teaching ability. During reflection -on-action, the practitioner evaluates his/her preceding teaching and unearths any alternative to collect better results within the destiny similar situation.

In the realm of EFL teaching, reflective teachings gained its importance from post method technology which transmitted price and obligation from method to instructors. Post method technique instructors who're self sustaining and confident and are not the slaves of the techniques and theories are the maximum essential factors of the academic systems (Marcos, et al., 2011). They're valued people who are in price of everything in their lessons. They are cognizant of their own troubles, and reduce their dependence on out of doors (external) expert knowledge (Cousin, 2000). They "theorize what they practice and practice what they theorize" (Kumaravadivelu, 1994, p. 30).

All the above mentioned post method techniques instructors are executed by way of careful reflection and attention that lead instructors to present powerful teaching and be successful in their career. According to Kumaravadivelu (2006) reflective practice is worthy sufficient to come into the teaching training courses. Trainers in teaching training courses and pre-service packages are taught how to reflect-in-action and on action via writing diaries, logs or journals, videotaping their classes, and organization discussions with colleagues or supervisors.

From the first time that the reflection belief became delivered with the aid of Dewey (1933) so far, it has been hired in extraordinary fields of professions as a key to expert development. Inside the subject of training, reflection is described as "the key to a hit mastering for instructors, and for trainees" (Scales, 2008, p.8), and respectively in language teaching context as it's far a compass to look backward, forward and do not forget how they are able to create more getting to know possibilities for them (Farrell, 2012).

Seeing that its emergence in post technique pedagogy, reflection has been one of the maximum noteworthy ideas in language trainer education and improvement packages; has been the focal point of a plethora of research from special perspectives and dimensions (Akbari, 2007; Farrell, 2012; Farrell, 2016; Marcos, Sanchez, & Tillema, 2011). Reflective teaching refers to a method to teaching and to trainer education that is primarily based on the postulation that instructors can enhance their perception of teaching and the satisfactory in their personal teaching through the vital reflection on their overall performance. In teacher education programs, activities add a reflective approach to teaching try to improve the abilities of thoughtful and analytical appraisal of the teaching procedure as a way of paving the manner for powerful mastering. This could involve the use of: "1. Journals wherein scholar instructors or practicing instructors write about and describe lecture room reports and use their descriptions as a foundation for review and reflection; 2. Audio and video taping of a teacher's lesson through the teacher, for purposes of later evaluate and reflection; 3. institution dialogue with friends or a supervisor as a way to explore troubles that come out of classroom reveal in" (Richard & Schmidt, 2002, p.451).

One of the maximum-broadly used conceptualizations of reflective teaching became proposed by way of Schon (1996). In Schon's view, reflective teaching is a tool that beginners to the teaching career can use to recognize how lots their personal exercise is regular with that of a success practitioner (Akbari, 2005). In this exercise new instructors do not forget their exercise in using expertise cautiously as they're being supervised by using

expert instructors (Ferraro, 2000). Schon (1996) recommend three aspects of reflective teaching, reflection-for- action, reflection-in-action, and reflection-on-action. Instructors use reflection-for-action to the issues or scenario that they predict will show up in their future teaching (Burhan-Horasanli, and Ortaçtepe, (2016). Reflecting-in- action refers to "reflecting whilst you're doing it. While turning in the mastering you have got so carefully planned and prepared, you want to be constantly aware and monitoring the session as it develops. This focus allows you to make adjustments as the scenario demands be able to think on his ft" (Scales, 2008, p. 11). Reflection-on-action is certainly reflecting after you have achieved it. When the consultation is entire, you could replicate on, examine, and evaluate the studying and teaching. This post-method reflection; then informs your next planning and practice leading to a cycle of persevering with" (Scales, 2008, p. eleven).

The rise of post method of technique circumstance in ELT inspired studies on reflective teaching from various dimensions (e.g., Akbari, 2005; Burhan-Horasanli, & Ortaçtepe, 2016). however the reality that position of reflective teaching in extraordinary elements of EFL instructors' functioning has been studied in previous research, little attention has been paid to the multidimensional examination of the construct exploring the antecedents that push instructors to reflect on their practice, results which are felt or perceived through the instructor in addition to the elements that can characteristic as boundaries and obstruct reflective action. As soon as determinants, outcomes, and limitations are investigated and identified, it is able to supply useful statistics and better understanding of the idea in an effort to beautify the high-quality and importance of reflection the various instructors. Consequently, the greater reflective the instructors end up the more effective the teaching involves be and as end result the gaining knowledge improves.

The study about reflective teaching has been conducted, and the findings of the study showed that reflective teaching of teachers currently in practice have positive impact on students academic achievement and observable academic competencies (Kaung, 2020). Considering the importance of teachers' reflective teaching as stated above, the researcher decided in order to conduct the study about reflective teaching of EFL instructors in terms of determinants that stimulate EFL instructors to reflect, outcomes that instructors revel in due to their reflective teaching and boundaries that can get up and prevent instructors from reflective teaching.

RESEACH METHOD

This research employed a qualitative approach, phenomenological design which explains the common meaning for several individuals of their lived experiences of a concept or a phenomenon (Creswell, 2013). In this study, the researcher provided a description of reflective teaching of EFL instructors at Shambu College of teacher education. In Schon's view, reflective teaching is a tool that instructors to the teaching profession can use to recognize how much their own practice is consistent with that of successful practitioners (Schon, 1996, as cited in Akbari, 2005). There were 10 EFL instructors as the subjects of this research as participants of the study.

Participants

The participants of the present study comprised 10 EFL instructors. They were selected in line with convenience sampling. Their average age is of 39. Their years of teaching experience are 16. They have been teaching at different standards. All the instructors acquired master of art (MA) holders in English teaching where all of them were men. The study was conducted in Shambu College of Teacher Education. It is worth noting that the same participants participated in interviews, diaries, and observations. The participants' names were coded in order to remain anonymous.

Data Collection Technique

Interview

A semi-structured interview approach becomes hired as the first technique of data collection. First, the purpose of the study was explained to the participants and they were additionally informed on how their contribution may want to assist the have a study to be conducted. They have been also ensured that their names might stay anonymous and all the data collected would be personal in order that they might feel relaxed sharing their perspectives. After their agreement to participate inside the research, they had been invited to attend in a one to at least one interview. To have extra dependable and relevant outcomes from interviews, all contributors had been given a brief definition of the idea of reflection as well as the questions they have been going to answer face to face. To study consistency of the procedure, the Richard and Schmidt's (2002) said above alongside Schons' (1996) three-dimensional conceptualization was provided to the individuals.

All interviews had been audio recorded with the participants' permissions. Every interview lasted approximately for 15 minutes. All of the audio files were first transcribed and documented to be analyzed later. The interview focused on 5 preplanned questions: 1) how do you examine the concept of reflection in teaching and the way has it helped you to improve your activity? 2) How has your reflection exercise changed since you started your activity to this point? 3) What factors or situations make you reflect on? 4) What results do you study due to your reflection? 5) are there any limitations at the manner of your reflection? If sure, what are they?

The data gathered from interviews were used to address all three dimensions of the study that are determinants, outcomes, and boundaries of EFL instructors' reflective teaching. The information from interviews was used to triangulate with the data collected from dairies, journals, and observation to strengthen the data.

Diary and Journal

To give weight to the study, event-contingent diary was applied to get detailed information regarding the events in which instructors reflect. This type of diary requires participants to provide a self-report each time a specific event takes place. In this study, the event implies whenever the instructor applied one of the three types of reflection, i.e. reflection-for-action, reflection-in-action, and reflection- on-action.

Participants were asked to voluntarily keep a diary elaborating the situations in which they felt they are required to reflect. To make it easy and encourage them to participate in this section, they were given the chance of reporting the situations to the researcher in person by writing. Three male participants took part in this section, and totally, 8 pieces of events were accumulated. The data collected from diary and journal was used to identify the determinants and outcomes of EFL instructors' reflective teaching.

Observation

To observe the effect of being reflective in teaching performance, three instructors who identified as highly reflective during interview sessions were selected. As most instructors feel uncomfortable when a colleague participates in their classes for observation, to persuade them to accept to be observed, they were ensured that the data would just be used for the study purposes and their teaching wouldn't be judged by the researcher.

After they permitted to be observed, each of them was observed for one whole session that was about one hour. During the observation, it was tried to perceive the consequence of reflection in instructors' performance. All the information related to outcomes of reflection was written down by the researcher and was employed to analyze the data associated with the outcomes of reflective teaching dimension. The three indicators of reflective teaching stated

earlier (Richard & Schmidt, 2002) informed the basis of observation: Keeping journals or diaries, audio or video taping of lessons, and group discussion with peers or supervisor.

Data Analysis

In order to scrutinize the qualitative data in the study, the data that were gathered by interviews, dairies, journals, and observation first were carefully studied by the researcher. Then, they were divided into 3 sections each of which covered one dimension of the study that are determinants, outcomes and boundaries of the EFL instructors' reflective teaching. Thematic analysis was used to analyze the collected data.

RESEARCH RESULTS AND DISCUSSION

Research Results

The result of the research about the reflective teaching of EFL instructors is discussed in the following description. It covers three main points; investigating instructors' reflection determinants, outcomes perceived by instructors and boundaries that impede reflection.

Determinants of EFL Instructors' Reflective Teaching

The data of determinants of EFL instructors' reflective teaching were coded according to the information gathered by interviews, dairies, and journal. In coding the information, data collected from observations were not taken into account as they didn't show any relevant information regarding determinants for reflective teaching. All data were carefully studied and classified into three basic categories of 1) educational setting, 2) learner, and 3) instructor, each of which is classified into different subcategories.

After analysis of the data based on the codes, then ten frequent codes are ordered accordingly from the highest to the lowest. They are as trainees needs/wants and level, instructors job related factors/performance, ineffective learning of learner/performance, instructors personal factors, learners feedback and motivation and perception, confusion of learners perception, instructors job related factors in effective learning, new books as educational setting and instructors evaluation factors, learners satisfaction in case of their perception/attitude and workshop factors some the determinants to be discussed below.

According to the frequency list, learner' needs/wants and level came in the first place as it had the greatest frequency amongst other factors. Meeting trainees' needs, goals, and preferences as well as adapting to trainees' knowledge and lever are of high priority for instructors. This factor makes instructors reflect in order to look for potential approaches or strategies to respond to them and satisfy their trainees. Almost all participants cited this factor. For example, participant B in his interview said: "Learner's feedback, their interest and preferences make me think to find ways to adapt myself to them."

The same factor was also mentioned in his diary where he wrote:

Today, my trainees told me that they didn't want to take that extra oral test and they preferred to have just the written one. I thought about it and decided to change my mind in order to satisfy my students' desire.

The second most frequent factor is instructor's performance goal of better or different performance. To have more effective or different performance is another reason that pushes instructors toward reflective teaching. Participants mentioned this important factor in both interviews and dairies. For instance, participant C in his interview said:

I particularly do reflection before my classes, I devote time to design my lesson plan and think about what different thing I can do in my class, especially for advanced levels, because advanced trainees have seen lots of instructors' performance and have higher expectations.

On the other hand, the researcher that is coded as participant D in his journal wrote:

I thought that I didn't provide enough examples; I wasn't well prepared to teach well and facilitate learning. So, to make up for my inefficacy and to teach more effectively, I studied those cases in detail after class and provided more examples to support my explanation.

Coming to the third frequent determinant, learner's ineffective learning is considered as another remarkable cause. Observing that students have learned the subject matter well is so essential for instructors that any signals from students showing that the desired learning has not attained force them to reflect. Participant E stated in his interview that:

I reflect to change my way especially when I don't see the effect of my teaching, for example when I teach grammar and then realize that trainees can't use the structure or haven't learned it well. So I conclude that I need to change my method.

The fourth frequent factor goes for instructor's personality. Different participants mentioned in their interviews that being reflective is not just associated with teaching, but it is a personality trait that leads them to reflect on actions. Participant B in his interview mentioned this factor:

"Because it is a personality characteristic, if I had any other jobs, I would also reflect. If I were a bus driver, I would still reflect because my customer feedback was important to me."

Participant C referred to this factor for several times in his interview: "Regarding my personality, it's not easy for me to change my way or be flexible. Being reflective is much in my personality.I am not the kind of person who has been constantly changing and developing."

Learner's feedback and learner's motivation together take the fifth place in the list. Instructors directly reflect on what they receive as feedbacks from their trainees; no matter it is positive or negative. Participant D said: "sometimes the feedback that I receive from my trainees in class whether orally or even from their facial expression or the way they look, make me reflect on the spot and change something in my teaching approach."

Participant B in the following statement cited both learner's feedback and instructor's better/different performance. He said:

I change myself in two ways when I see something does not work or students do not like it even if that is a right thing. Therefore, trainees' feedback plays role. Another one is when I observe positive feedback from trainees. It makes me to perform better and present a new method. So both positive and negative feedback are reasons for my reflection.

On the other hand, motivation can be a cause for instructors' reflection in two ways. One is trainees' lack of motivation and the other is trainees with high level of motivation. For the first one, instructors do reflection in order to promote motivation in trainees and for the second one motivation plays a reciprocal role. High motivation in trainees is transferred to the instructor and works as a determinant for reflective teaching. Participant E in her diary wrote:

Some of them are great trainees. The majority of them are good but I've got problematic trainees that are not that motivated although, they are very energetic and lively.... I thought a lot about it and decided to talk to my manager about those trainees and he provided me with a very good and tempting suggestion.

Outcomes of EFL Instructors' Reflective Teaching

The information collected by all sources from interviews, diaries, journals and observation were studied and used to codify the outcomes of EFL instructors' reflective teaching. The codes were classified into two main categories of learner and instructor.

The six most frequent factors that EFL instructors observe as the outcomes of their reflective teaching respectively are successful instructors' performance, satisfaction of learners' perceptions, effective learning of learners, joyfulness of learners perception, Self awareness of instructors in their performance/effective teaching and instructors self efficacy and perceptions as outcomes responses given which are discussed in detail as follows.

The most frequent factor observed by instructors as a consequence of reflective practice is promoted/ successful performance. After reflection, instructors see that their performance is successful or has enhanced in comparison with the similar previous situations. Considering this factor, participant E in his interview said:

When I teach a level for the first time, I do a lot of reflection and when I teach that level for the second time I see my teaching has changed a lot in comparison with the first time. And I observe that I have been more successful.

In observing participant C's performance, it was observed that he had reflected on the way of presenting the lesson before class because he had a lesson plan. His performance was satisfactory and successful. The second frequent factor is learner's satisfaction. It is obvious that the more instructors reflect, the better they teach and as a result the more satisfied and pleased students are. Regarding this consequence, the researcher wrote in his journal:

After half of the term, in the middle of semester, I thought that the procedures and strategies I use may become routine or boring for trainees. Therefore, I decided to change some procedures in my class.... This way they learned some new words and expressions. They said that they were pleased, liked the new way and learned some extra new words.

Boundaries of EFL Instructors' Reflective Teaching

To codify the boundaries of EFL instructors' reflective teaching, only the data that were gathered by interviews were used, as the other sources of data didn't show any pieces of information regarding the boundaries of reflective teaching. The information was first studied, then was coded and classified into three main categories of 1) educational setting, 2) trainees and 3) instructor. The four most frequent factors were listed respectively as follows are instructors' low payment, instructors' low motivation, supervisors neglecting educational setting and indifference of trainees and load of work on instructors.

According to the list, the most frequent hindering factor is low payment. Therefore, low payment can be regarded as a critical obstacle that instructors encounter in the way of reflection. In this respect, participant C said: "When you work hard and do your best but get not enough money, you will not be reflective enough." Participant B viewed this factor from a different perspective as he said: "When your job is just a source of income for you."

Instructor's lack of motivation takes the second place in the list. Lack of motivation has been mentioned by participants as a result of another factor that in most cases, it is the result of low payment. Participant A in this regard said: "When you are motivated you take more care for your teaching. Financial factors are also at work. Low payment reduces the level of motivation." The third position in the list goes for supervisor negligence together with trainees' indifference. Instructors' reflection is negatively affected when instructors do not receive the attention they deserve for all their hard work from people in authority. In this respect, participant B said: "My reflection decreases, when I see that supervisor doesn't notice all effort I put in my teaching." Participant D also said: "I grow despondent about reflection when I spend a lot of time to reflect and do my best, but supervisor doesn't even pay attention."

Discussion

This study is intended to conduct about reflective teaching of EFL instructors' in terms of determinants that stimulate EFL instructors to reflect, outcomes that instructors revel in due to their reflective teaching and boundaries that can get up and prevent instructors from reflective teaching at Shambu College of Teacher Education in 2022. The descriptions of the data are presented as follows:

Based on the collected data and the data analysis regarding the determinants of reflective teaching, it was revealed that instructors reflect on the problems they face in the

course of teaching. This is in accordance with what Dewey (1933) mentioned as doubt or perplexity that is the starting point of reflection and can be considered as a key element for learning; According to Dewey (1933), reflective action involves a way of facing and responding to problems by applying solutions after thinking about them. Schon (1983) also considers a state of puzzle as a starting point of reflection.

However, this state of puzzle or doubt is so general that needs to be specified through the findings of this study. This state of puzzle for instructors as a determinant of reflection can be uncertainty about what to do regarding the trainees, such as: When the trainees comment about something; their immediate feedback; their boredom or confusion; and their needs, wants, and levels.

Regarding the last item, Farrell (2012) has asserted: "I do not teach "classes," I teach students, and there is no routine for me; it all depends how each student reacts or does not react" (p. 10). And Dewey (1933) suggests that instructors should be on guard against blindly following routine, because if we do that, we will certainly be teaching classes rather than students. This to Farrell is a form of reflective thinking. It can also be related to the educational setting when instructors: question the usefulness of methods and procedures they apply in their classes after attending a workshop; learn something new about teaching by studying; face immediate events in class; and encounter unfamiliar or new situations.

Therefore, instructors reflect in order to solve a problem or come up with some ways to respond a state of uncertainty. On the other hand, encountering a problem or disequilibrium is just one side of the coin of reflective practice; there are many other determinants at work. Instructors also reflect to decrease some negative factors like stress or anxiety on the part of trainees and themselves as well as improving, enhancing, or repairing something in teaching or learning.

The other finding of the study showed that instructors also reflect to bring about change in their class as a reaction to routines, as Richard (1995) suggests, by reflective teaching, instructors "move beyond the level of automatic or reutilized responses to classroom situations and achieve a higher level of awareness of how they teach, of the kinds of decisions they make as they teach, and of the value and outcomes of particular instructional decisions" (p.59).

Based on the findings, instructors also reflect to self- assess or monitor their performance as Pacheco (2005) contended that "through reflection ESL/EFL professionals can react, examine and evaluate their teaching to make decisions on necessary changes to improve attitudes, beliefs and teaching practices." (p. 2). This was also mentioned by the respondents in Valdez1, Navera, and Esteron's (2018) study who believed that instructors' reflection is done in order to evaluate themselves and their effectiveness in facilitating learning in the classroom.

Having another look at the findings of the determinants of EFL instructors' reflective teaching, it could be concluded that the determinants lead instructors to reflect-in- action (Sshon, 1983), reflect-on-action (Sshon, 1983) or reflect- for-action (Van Manen,1991, as cited in Burhan- Horasanl, & Ortaçtepe, 2016). Accordingly, the obtained factors for determinants of EFL instructors' reflective teaching can be conceptualized into three broad categories of: Reflection-in-action, (in); Reflection-on-action, (on); and Reflection-for-action, (for).

The classification is presented as it was found that most determinants are for action which clearly demonstrates instructors in the present study were more inclined to employ reflective practices for future actions to improve or change their practices. Contemplating upon the outcomes of EFL instructors' reflective teaching, we can obviously see that some of the findings are in accordance with previous research studies. According to the findings, reflective teaching for instructors can bring about: *Self-awareness* of their teaching and

educational setting. According to Richards and Lockhart (1994), reflection-driven exploration of teaching can have many merits. It can facilitate the process of gaining better insights into teaching from both a theoretical and a practical perspective. *Satisfaction*, reflective practice can act as a springboard for self-appraisal and consequently is extremely crucial when it comes to professional development. Richards and Lockhart (1994). Akbari (2007) also argues that reflection can bring about an increase in instructor job satisfaction. *Self-efficacy*, reflective teaching makes instructors more confident in addressing learning/ teaching difficulties they experience while teaching (Ferraro, 2000). *Successful/ promoted performance* which can enrich teaching and learning processes (Richards & Lockhart, 1994). In addition, the study of Valdez, Navera, and Esteron (2018) revealed that reflective teaching is viewed by the participants as synonymous to improving teaching and learning. *Problem-solving*, in this regard, Fat'hi, Golestani, and Parsa (2015) believe that reflective instructors observe their teaching, evaluate the results, identify problems, find solutions, and try new techniques.

Rethinking about the outcomes of EFL instructors' reflective teaching, it becomes obvious that the outcomes can be seen as: Internal (I) and External (E). The outcomes of EFL instructors' reflective teaching in terms of its locus (internal vs. external) can be found. It was demonstrated that most outcomes are external in nature. Comparing the identified codes of determinants and outcomes, it was also emerged that when the outcomes are observed by the instructors as the result of reflective teaching, they play the role of determinants motivating instructors to reflect again. Therefore, it can be concluded that there is a reciprocal relation between some factors of the determinants and outcomes in reflective teaching.

Regarding the boundaries of EFL instructors' reflective teaching, Valdez, Navera, and Esteron (2018) attempting to find some deterrents of reflective teaching revealed three challenges of administrative constraints, demand of load work, and challenges in classroom. All three boundaries were confirmed in this study. Similar to observations of Valdez, Navera, and Esteron (2018), the findings showed that instructors are often constrained by the tremendous workload they face in their daily professional lives. Specifically, the number of classes taught is a deterrent for instructors in seeking opportunities for reflection.

Regarding the administrative constraints in the study of Valdez, Navera, and Esteron (2018), instructors claimed that reflective teaching sometimes seems difficult as different stakeholders (specifically administrators) appear to be unwilling to create favorable conditions for reflection. This is in line with the following identified codes in this study.

Concerning the challenges in classroom, instructors in the investigation of Valdez, Navera, and Esteron (2018) had difficulty in reflecting on their practice due to problems brought about by trainees one of which is lack of cooperation. This is consistent with the findings of this study in the following codes: Attitudes/ De-motivation/ Performance/ Ineffective learning / Performance/ Indifference. Like the outcomes of the EFL instructors' reflective teaching, the boundaries can be categorized into: External, (E) and Internal, (I).

The categorization represented indicated that most (10 out of 16) of the boundaries are related to the external factors. Hence, it can be inferred that external factors have stronger influence on preventing instructors from reflective practice. Therefore, since external factors are more likely to be controlled whether by instructors or administrators, by taking the external factors under control, we can influence instructors' reflective practice positively.

The present study, was, nevertheless, limited in some ways. The major limitation is the issue of self-report which is prone to social desirability bias, the researchers' idiosyncrasies, and Hawthorne effect. Another limitation concerns sample size and generalizability; although in this study, various methods for data collection were utilized, the number of participants was restricted.

Pedagogical Implications

Based on the findings of the present study, a number of recommendations can be put forward for English institutes' instructors, administrators, managers, and supervisors. Being aware of the fact that EFL instructors' reflective teaching is largely deterred by the educational setting can help the administrators to provide instructors with such conditions that minimize the effect of the boundaries on instructors' reflective teaching and as a result benefit from more reflective instructors. What administrators can take into account is as follows:

- They should make sure that they pay instructors sufficiently and raise their payment regularly in accordance with their effective performance. This encourages and motivates instructors' reflective teaching as well as preventing them from asking for or taking more classes for earning more money which itself is considered as another obstacle for reflective teaching.
- Supervisors should have regular observations and comments on instructors' classes so that instructors feel that their effort is being seen and appreciated. Therefore, instructors would put more effort to apply reflective teaching in order to satisfy the supervisor.
- Instructors should not be forced to teach a large number of classes that would result in not having enough time and concentration for reflection.
- Instructors should not be given repetitive classes. Variety in classes as it demands for more reflection is of high importance in reflective teaching.

The findings can be informative for the instructors too. Knowing what factors can simulate them to reflect gives them the awareness of their strengths and weaknesses. Therefore, for being more reflective and consequently more successful instructors, they can reinforce or modify at least the factors that are on part of themselves so that they are more likely to reflect.

Regarding the outcomes, the findings can make instructors cognizant of all benefits and awards that reflective teaching can bring about for them. This motivates and offers more reasons and incentives to them to apply reflective teaching so that they can have a better experience of teaching encompassing all those positive outcomes. It is also plausible to presume instructors who are more reflective are more likely to cultivate their students' reflectivity. Accordingly, mentoring trainees to become critical and reflective thinkers tends to pave the way for effective functioning in their academic life (Ghanizadeh, 2016).

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