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اذرماه 1400

An Analysis of Iranian EFL Learners' and Teachers' Perceptions of Reflective Teaching

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Abstract- The aim of the current research was to investigate Iranian EFL teachers' perceptions and Iranian learners' perceptions of reflective teaching. To this end, 450 copies of a questionnaire survey was administered to a random sampling of 450 participants (200 EFL teachers; 250 learners, both males and females). Out of 450, 300 copies were returned. The participants were from Sabzevar, Iran. The data were analyzed and descriptive statistics and inferential statistics were tabulated and reported. The results indicated that the participants supported the principles of reflective teaching. In addition, t test was run to capture the difference between the perceptions of teachers and learners. The results of t-test showed that there was no statistically significant difference between the perceptions of teachers and those of learners towards reflective teaching. Some implications and suggestions were put forward in language teaching context.

Keywords: *Perceptions; Reflective Teaching; FL Teacher; Learners; EFL context*

1. Introduction

The literature has defined reflection as one of the key competencies for both teaching and learning and as the hallmark of professional identity (Collin, Karsenti, & Komis, 2013; Finlay, 2008). Raising teachers' and students' awareness of reflection as a systematic meaning-making process besides its efficacy in teaching and learning will contribute to teachers' and students' lifelong learning (Dewey, 1933). Multiple and unpredictable circumstances either exist or occur within each specific teaching context which call for a spontaneous and unique response. Moreover, such pressure on the context of teaching is further aggravated by the demand for accountability and the flow of curricular and instructional initiatives. To counteract such pressure, instructors need to switch their orientation and their beliefs; they must slow down and have reflective dialogues to think over and work out possible changes (York-Barr, Sommers, Ghere, & Montie, 2006). Reflective practices not only have impact on the teachers, but as well have some effects on students because as Bartlett (1990, as cited in Bailey, Curtis, & Nunan, 2001, p. 37) argues, "reflection is the relationship between an individual's thought and action and the relationship between an individual and his/her membership in a larger collective called society". Each teacher naturally belongs to a school and each school belongs to a community; hence, if a teacher engages in reflection on his/her teaching, it might have a strong effect, in the first place, on the students in his/her class, and in the second place, on the school and the society of which both the students and the teacher are members. A cursory look at the literature reveals that much research has been devoted to the concept of reflection, models of reflective practice, and strategies for reflective practice from different angles in general rather than the detailed impressions held by teachers themselves (Jiang, 2012). Apparently, what is missing in the literature is that teachers and learners

have not been given opportunities to be heard on the issue of reflective teaching. Capturing and eliciting the opinions of teachers in relation to reflection might contribute to a theory formation in this field. As reflection makes teachers expose their underlying views, understandings, and beliefs behind actions, teachers are expected to afford some deeper insights into reflective teaching employed in their classroom (Richards & Lockhart, 1996). Just as teachers' views are contributory to the students' achievement, **so too** students' perceptions should not be ignored. In the views of Williams and Burden (1997) "learners' perceptions and interpretations . . . have been found to have the greatest influence on achievement" (p. 98).

It goes without saying that teachers' opinions and understandings about teaching as well as eliciting these beliefs and assumptions serve "as interpretive lenses through which beginning teachers make sense of their experience" (Alger, 2006, p. 288). It is claimed that there is reciprocal interplay between teachers' educational beliefs and their practice, that is teachers' actions are influenced by beliefs and vice versa (Bartlett, 1990). To Richards and Lockhart (1996), teaching is a personal profession whereby teachers freely exploit their different personal assumptions about teaching; "such views function as the background for the teachers' decision making and action, and hence guide and construct "the culture of teaching" (p. 30). Speaking of reflective teaching, teachers' impressions should not be ignored.

Further, as each teaching situation is unique (Brown, 2006), and teachers' perceptions and beliefs constitute their cognition and professional development (Borg, 2003), investigating teachers' perceptions of reflection and their reflective performance is justifiable. Little literature has explicitly capitalized on investigating learners' and teachers' perceptions of reflective teaching. Inspecting the perceptions and attitudes towards reflective teaching may contribute to developing a model of reflective teaching in the EFL context. Identifying the exact needs of teacher training could be realized relying on the awareness of teachers' perceptions as professionals (Borg, 2006, as cited in Shukri, 2014). To address this gap, the present research intends to examine teachers' and learners' perceptions of reflective teaching.

2.1 Research Questions:

1. What are Iranian EFL learners' perceptions' of reflective teaching?
2. What are Iranian EFL teachers' perceptions of reflective teaching?
3. Is there any difference between EFL teachers' perceptions and EFL learners' perceptions of reflective teaching?

2.2. Research Hypothesis

H0 1. There is no difference between EFL teachers' and EFL learners' perceptions of reflective teaching.

2. Review of the Literature

Reflective teaching is frequently recognized as a cornerstone of professional development in the field of education and has become a major paradigm in educating (Farrell, 2007; Schön, 1987). It requires teachers to analyze the process of what they are doing and to reconstruct their knowledge, critically appraising their own responses to practice situations while simultaneously making a decision to adjust their practice to match the needs of students (Schön, 1987). It is a holistic process that encompasses cognitive and affective aspects and skills that work interdependently. Procedurally, reflection involves a looking forward to what teachers want to achieve, as well as a casting backward to see where they have achieved. It involves individuals in critically appraising their own responses to practice situations (Finlay, 2008), and makes them take more responsibility for their actions (Farrell, 1998). Reflection raises teachers' awareness of their strengths and weaknesses, unraveling perplexity during teaching (Christodoulou, 2010; Salmani Nodoushan, 2011). Without such awareness, professional growth of a teacher might not be sufficient. Since most of what teachers learn is gained through their in-class experiences, reflective practice plays a crucial role in helping the teachers to promote their profession (Day, 1993); as Osterman (1990) postulates "professional growth often depends not merely on developing new ideas or theories of action by reflection, but on eliminating or modifying those old ideas that have been shaping behavior" (p. 135). It paves the way toward teachers' enhanced professionalism and self-development through cognitive and affective changes in their learning, development, and their socialization. According to Dewey (1993), as the process of reflection is analytical and introspective about the everyday practice of teaching, it is an absolute prerequisite for effective teaching. He believes that teachers can adopt reflective practice by engaging in creative, experimental, and problem-solving opportunities available in their teaching contexts. As reflective practice requires teachers to

identify and analyze the consequences of their actions, it brings about self-awareness which, in turn, enhances their effectiveness and students' learning outcomes (Dewey, 1933; Farrell, 2007). Furthermore, reflective teaching allows teachers to share their experiences and problems which can provide a genuine venue for collaboration among them and more participation within a community of practice (Osterman, 1990). This is why Schön (1987) raised his voice for the inclusion of reflective practice in instruction, asserting that "the professional schools must rethink both the epistemology of practice and the pedagogical assumptions on which their curricula are based and must bend their institutions to accommodate the reflective practicum as a key element of professional education" (p. 18). Inquiry prompts teachers to observe, think, scrutinize their observations and come up with more research questions to augment their prior knowledge (Farrell, 1998, 2016). Teachers need to instill inquiry into all aspects of teaching process so as to create personal knowledge, theorize their practice, and interpret and question other theories. Adopting reflective practice requires teachers to collect data and ponder over their actions to enhance their teaching practices (Farrell, 2007). Broadly put, reflection encapsulates elements of *technical rationality*, *practical reflection*, and *critical reflection* (Van Manen, 1977). For teachers to practice in line with the reflective teaching principles, they are to foster and consolidate a reflective mindset in themselves so as to think critically about their practice and examine it in light with the historical, social, and cultural contexts of their teaching (Bartlett, 1990, p. 205). Critical reflection empowers teachers to come up with a deeper understanding of themselves and their students; to see their performance from a broader perspective and to challenge others' assumptions, to consider alternative thoughts and practices (Burnett & Lingam, 2007). They should use "questioning and problem-solving as two ways" to implement reflective practice in their actions (Pedro, 2005, p. 57). Teachers need to instill inquiry into all aspects of teaching process so as to create personal knowledge, theorize their practice, and interpret and question other theories.

Reflective teaching has been examined from a variety of perspectives. Some research has also been conducted to explain the concept of reflective teaching in teacher education (Pedro, 2005). Some studies have explored the relationship of reflection with variables such as writing achievement (Hossieni Fatemi, Elahi Shirvan, & Rezvani, 2011), perfectionism (Shokrollahi & Baradaran, 2014), teaching performance (Ferdowsi & Afghari, 2015), and self-efficacy (Babaei & Abednia, 2016). Teachers' perceptions of reflective journal writing were examined by means of questionnaire and interview in studies by Langer (2002), Martin (2005), and Degago (2007). Teachers participated in these studies on the one hand, reported that writing journal was time-consuming, boring as well as it was difficult to think in English. On the other hand, they acknowledged that such a method enabled them to get a deeper understanding of the complexities of teaching. Furthermore, it was revealed that teachers needed guidance in journal writing. Langer's (2002) study showed that non-traditional pre-service teachers had problems in understanding the concept of reflection and its applications. Examining 20 student teachers' observation reports and 20 practice teaching reports during reflective practice, Liou (2001) identified practical teaching issues and evaluation of other teachers on their own teaching as teachers' major concerns. His study also showed that teachers' reflection was of descriptive nature rather than critical reflection. Tairab (2003) investigated the nexus between reflection and student teacher professional growth. The results of the study showed that reflection was facilitated by time, opportunities, and support available during teaching practicum. A descriptive study was conducted by Fatemipour (2009) to determine the effectiveness of different reflective teaching tools (e.g., observation, diary, audio recording, and students' feedback) in English language teaching. The statistical analysis of data indicated that there were significant differences among the kind of data collected by different tools. According to this study, the teacher's diary was identified as the most efficient tool, the second useful tool was peer observation; students' feedback and audio recording came at the end of the list. Proficiency levels of teachers were not controlled in this study. Al-Jabri (2009) explored EFL teachers' attitudes towards reflection by means of questionnaire and interview. His study indicated that teachers considered reflection as a means for professional development. However, the validity of the instrument used in this study has not been reported. Likewise, Gözüyeşil and Aslandağ Soylu (2014) in a survey, assessed 112 EFL instructors' reflective thinking skills in terms of demographic variables such as gender and graduation degree by means of Akbari et al.'s (2010) reflective teaching instrument. Their findings revealed a significant difference between the mean of the teachers' cognitive reflection in terms of their degree. Despite the mentioned studies, the literature is devoid of teachers' and learners' perceptions of reflective teaching. Hence, the current research is an attempt to address

this gap.

3. Method

The current research is a survey study relying on a questionnaire to collect data.

3.1 Participants

A total of 450 participants (250 EFL teachers; 200 learners) both males and females participated in this study. EFL teachers had a B.A., M.A, Ph.D. degree in linguistics, translation, English literature. The learners were within the age range of 15 to 22. Table 1 provides the demographic data of the participants.

Table 1 *Demographic Data of the Participants for the Questionnaire*

Demographic data	Number
Learner	200
Gender	
Male	50
Female	150
Teacher	250
Gender	
Male	100
Female	150
Education degree	-
Bachelor	135
Master	110
Ph.D.	5
Professional experience (years)	-
Less than one year	0
1-2 years	0
3-5 years	10
5-10 years	110
More than 10 years	130

3.2 Instrument

A 5-point Likert type scale questionnaire (Appendix A) was devised by the researcher based on a review of the literature and the interview data. This scale is answered as follows: 5- very significant, 4- significant, 3-undecided, 2-slightly significant, 1-no significant. The motive behind this was that the previous instruments (e.g., Kember et al., 2000; Larrivee, 2008) were inappropriate for the current study to indicate the perceptions of EFL teachers concerning reflective teaching; besides, they have been developed within L1 context (e.g., Young, 1989); the researcher in this study, therefore, developed an inventory specific to reflective teaching in EFL context measuring teachers' perceptions of reflective teaching. This questionnaire consists of 38 items with eight components namely, technical dimension with 6 items; inquiry dimension with 4 items; critical dimension with 7items; creativity dimension with 3 items; teachers' factors with 7 items; learners' factors with 4items; advantages of reflective teaching with 4 items; and obstacles to reflective teaching with 4 items. The internal consistency of this scale was calculated using Chronbach Alpha, which turned out to be 0.81, and the reliability indexes of its subcomponents ranged between 0.57 to 0.76. The validity of the scale was checked through factor analysis. The Kaiser-Meyer-Olkin (KMO) test of sampling adequacy and the Bartlett's test of Sphericity which yielded an acceptable validity index, KMO = 0.87. The fitness of the extracted model was checked by means of the absolute fit indices of Goodness of Fit Index (GFI), and Root Mean Square Error of Approximation (RMSEA) and normed Chi- Square statistic. the assessment indices for the were as follows: normed Chi-Square, <.05 for RMSEA, and >.9 for CFI >.08 for GFI, respectively which are acceptable(Kline,2011).

3.3 Procedure

In order to collect data, 400 copies of the Perception of Reflective Teaching Scale developed by Ghorbani, et.al. in press) were administered to a random sampling of 400 participants(200 EFL teachers; 200 learners). It should be mentioned that as learners' proficiency might not be sufficient to understand English, the Farsi version of the questionnaire was distributed among the learners. The participants were asked to complete and return the perception questionnaire developed by the researcher. 300 copies of the questionnaire were returned. Then, the completely filled out questionnaires were used for data analysis.

3.4 Data analysis

Statistical Package for the Social Sciences (SPSS) version 23 were used to analyze the quantitative data. All teachers' and all learners' responses to the Reflective Teaching Perception Scale were analyzed separately. Values of all survey variables were fed into a SPSS file. Descriptive statistics (mean, maximum, minimum, and standard deviation) and inferential statistics (t-test) were calculated and tabulated. An independent samples t-test was run to compare the learners' and teachers' responses to reflective teaching attitude scale. Normality status of the sample was checked through Kolmogorov-Smirnov test (K-S) and quantile-quantile plot (Q-Q plot). The reliability of the questionnaire was calculated by means of Cronbach' alpha with SPSS 23.

4. Results

In order to answer the first two research questions, a five-point Likert scale questionnaire was given to 200 EFL teachers and 200 EFL learners. The descriptive statistics (including percentage, mean, and standard deviation of individual items and eight main components) of this questionnaire are tabulated and summarized here. It should be noted that the first two alternatives ('very significant' and 'significant') and the last two ('less significant and 'no significant') were integrated to provide a more succinct pattern of the respondents' answers to the questionnaire.

Table 2 indicates the percentage, means, and standard deviations of all items under each component.

Table 2 .*Descriptive Statistics for Learners' Perceptions*

Items	Very Significant + Significant %	Undecided	Less Significant + No Significant %	Mean	Std. Deviation	Total Mean
Technical	Item 1	53	12.5	35.5	3.13	1.357
	Item 2	55	14.5	35	3.02	1.138
	Item 3	74.5	8	27.5	3.49	1.061
	Item 4	46.5	13.5	30	3.31	1.174
	Item 5	48	28.5	23.5	3.22	.924
Inquiry	Item 6	63.5	18	18.5	3.55	.955
	Item 7	48	22	30	2.62	.793
	Item 8	46	24	30	3.18	1.123

	Item 9	53.5	9.5	37	3.15	1.298	
	Item 10	49	24	27	3.12	1.087	
	Item 11	54	5	40	3.20	1.287	
	Item 12	51	16	33	3.21	1.184	
Critical	Item 13	44.5	14	41.5	2.95	1.352	3.23
	Item 14	49.5	12	38	3.11	1.322	
	Item 15	65	23	39	3.00	.969	
	Item 16	54.5	13.5	22	3.30	1.195	
	Item 17	55.5	25	18.5	3.48	1.037	
Creativity	Item 18	55.5	30	14.5	3.55	.955	3.12
	Item 19	48.5	38	13.5	3.57	1.010	
	Item 20	60	8.5	11.5	3.53	1.244	
	Item 21	63.5	9.5	27	3.33	1.121	
	Item 22	59	5	42	3.04	1.186	
Teacher's Characteristics	Item 23	64.5	7.5	28	3.41	1.003	3.95
	Item 24	65.5	13.5	30	3.30	1.169	
	Item 25	53	12.5	34.5	3.11	1.337	
	Item 26	44	30	26	3.17	.892	
	Item 27	45.5	27	26.5	3.13	.963	
Learners' Factors	Item 28	63	7.5	29.5	3.35	1.198	
	Item 29	70.5	7.5	22	3.20	1.034	3.37
	Item 30	52	23.5	6.5	3.52	1.224	

Obstacles	Item 31	47.5	36	16.5	3.31	.963	2.74
	Item 32	57	28.5	14.5	3.56	1.036	
	Item 33	47.5	25	27.5	3.21	1.064	
	Item 34	55	24.5	20.5	3.65	1.306	
Advantages	Item 35	39.5	40.5	20	3.19	.960	3.66
	Item 36	64	19.5	16.5	3.59	1.071	
	Item 37	56.5	13.5	30	3.39	1.255	
	Item 38	42	22.5	35.5	3.10	1.004	

As it is shown in Table 2, the highest mean (3.95) belongs to teacher's characteristics component. This is followed by the technical component (3.75), the learner's component (3.37) the inquiry component (3.28), and the critical component (3.23), respectively. On bases of the values of mean, one can conclude that Iranian EFL learners regard the teacher's characteristics component as the most significant and the creativity component as the least significant factor underlying reflective teaching.

As far as teachers' responses are concerned according to Table 3, the highest mean (4.67) is obtained for teacher's characteristics component. This is followed by the critical component (4.31), the inquiry component (3.99), and the learner's component (3.94) respectively. As the mean scores for all of the eight components appeared to be above three, it can be concluded that the participants of this study positively agree with the components of reflective teaching discussed in the present research.

Table 3. Descriptive Statistics for Teachers' Perceptions

Items		Very Significant + Significant % Undecided	Less Significant + No Significant %	Mean	Std. Deviation	Total Mean
Technical	Item 1	68.8	10	22.2	3.40	1.068
	Item 2	70	9.6	20.4	3.53	1.046
	Item 3	68.4	12	19.6	3.49	1.084
	Item 4	78.4	7.2	14.4	3.72	.906
	Item 5	70	17.6	12.4	3.60	.807
	Item 6	94.4	2.8	2.8	3.98	.447
Inquiry	Item 7	94.4	4.4	1.2	4.00	.396
	Item 8	86	9.2	4.8	3.84	.624
	Item 9	91.2	2	6.8	4.26	.900
	Item 10	88	6	6	3.86	.612
Critical	Item 11	61.6	5.7	32.8	3.33	1.226
	Item 12	58	14.4	27.6	3.34	1.148

	Item 13	52.8	11.6	35.6	3.13	1.314	
	Item 14	88	5.6	6.4	3.90	.749	
	Item 15	88.4	5.2	6.4	3.92	.635	
	Item 16	86.4	7.16	6.4	3.93	.704	
Creativity	Item 17	58.8	25.6	15.6	3.53	.901	3.2
	Item 18	91.2	5.2	3.2	4.28	.730	
	Item 19	60	24.8	15.2	3.58	.933	
Teachers' Characteristics	Item 20	98.8	4.4	2.8	4.01	.581	4.6
	Item 21	60	26	14	3.55	.859	
	Item 22	81.6	8.4	10	3.79	.753	
	Item 23	74.8	6	9.2	4.07	.887	
	Item 24	77.2	8.4	14	4.00	.937	
	Item 25	73.2	11.2	15.6	3.84	1.067	
	Item 26	73.2	11.2	15.6	3.62	.871	
Learner's Factors	Item 27	71.6	18.8	9.6	3.84	.877	3.9
	Item 28	88	8.4	3.6	3.89	.597	
	Item 29	88.8	7.2	4	4.43	.810	
	Item 30	91.2	6.4	2.4	3.98	.530	
Obstacles	Item 31	90.4	8.4	1.2	4.26	.891	3.4
	Item 32	63.2	12.4	24.4	4.39	.710	
	Item 33	86	7.2	6.8	4.09	.978	
	Item 34	82	7.6	10.4	4.32	.850	
Advantages	Item 35	80	7.6	10.4	3.48	1.003	2.9
	Item 36	63.2	12.4	24.4	3.72	.609	
	Item 37	94	8.4	1.2	3.52	1.102	
	Item 38	86	7.2	6.8	3.80	.540	

4.2 Results of Research Question Three

In order to investigate if there is any difference between EFL teachers' and EFL learners' perceptions of reflective teaching, an independent samples t-test was conducted the results of which are presented in Tables 4.

Table 4. Independent Samples T Test for Teachers' and Learners' Perceptions about Reflective Teaching

Leven’s Test for Equality of Variance				T-test for Equality of Mean				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal	variances assumed	8.536	.054	3.347	248	.001	-1.655	.494
Equal	variances not assumed			5.121	179.318	.000	-1.655	.323

Note. df = degree of freedom; Sig (2-tailed) = structural significance; Std = standard; t = computed value of t test; p < .05.

As Table 4 illustrates, the observed value (3.347) is greater than the critical value (2.489) and level of significance ($\alpha = .001$) is less than the probability value ($p < .05$) leading to this conclusion that there is no statistically significant difference between the mean responses of teachers and those of learners to the reflective teaching perceptions scale. Therefore, the null hypothesis stating that there is difference between the perceptions of teachers and of learners about reflective teaching could be rejected.

5. Discussion

As for the primary purpose of the current research, a questionnaire was applied the results of which indicated that both Iranian EFL teachers and learners participating in the current research support the components underlying reflective teaching. As for the technical dimension, both teachers ($M = 3.55$) and learners ($M = 3.75$) perceived it as an important component of reflective teaching. This finding is supported by the literature (Van Manen, 1977; Ward & McCotter, 2004) suggesting that one of the features of underlying reflective teaching is technical factors.

As for the inquiry dimension of the questionnaire, the analysis of the data revealed that teachers ($M = 3.99$) and learners ($M = 3.28$) view this component as an indispensable part of reflective teaching, which is in line with literature stating that reflective teaching requires teachers to gather data about their teaching, assess their attitudes, beliefs, assumptions, and teaching practices (Richards & Lockhart, 1996), discuss their experiences of applying different reflective practices with their colleagues, and provide them with recommendations in implementing reflective practices (Richards & Farrell, 2005). By taking advantage of professional development opportunities such as conferences, workshops, and online learning experiences, teachers can update and upgrade their teaching in line with the current research. With ever-changing and challenging teaching contexts, teachers' tendency to be in keeping abreast of current professional training through reading new books, workshops, professional reading and by being a member of the professional organization will make a great contribution to their proficiency. Reflective teaching allows teachers to share their experiences and problems which can increase the opportunities for collaboration among them (Osterman, 1990).

With respect to the creativity dimension, the results indicated that both teachers ($M = 3.28$) and learners ($M = 3.12$) did consider this dimension significant. This is supported by the literature indicating that teaching without reflection leads to conformity and routinized practice, which hinder creating novel insights (Farrell, 2007; Qing, 2009). According to the literature (Akbari et al., 2010), boosting professional development by reading the related literature or searching the Internet to catch up with the latest developments in language teaching is essential on the part of teachers. Adopting reflective practice as Gunn (2010) asserts "prevents teachers from falling into an attitude of routine, repetitive one-size-fits-all teaching" (p. 208). In other words, reflection can act as a shield against routine actions (Farrell, 2007; Qing, 2009). Developing new ideas as well as modifying those that shaped teachers' previous behavior contributes to teachers' professional development (Osterman, 1990). Teachers need to apply different approaches, creatively integrate different frameworks and models of practice, weigh up their practices, and reflect upon their teaching practices so as to become competent and professional teachers. Creativity in teaching as Richards (2014, p. 20) notes not only boosts "the quality of the experiences learners receive but also enhances their motivation and even self-esteem". More importantly, creativity for teachers yields a source of constant professional renewal and satisfaction; in other words, teachers find teaching stimulating and inspiring once they observe their students are engaged, motivated, and successful. Furthermore, creativity in teaching not only enhances the quality and efficacy of the institutions or schools but also provides reputation for those centers (Richards, 2014).

As far as the teacher's characteristics are concerned, the results of study revealed that the majority of teachers ($M = 4.65$) and learners ($M = 3.95$) were more concerned about general qualities of a reflective teacher. Regarding the learner's factors, the results indicated that the teachers ($M = 3.59$) and learners ($M = 3.37$) participating in the present study believe that reflective teachers need to take into account students' interest, their background, their feedback, and other students' factors in their teaching to improve their teaching practice. Characterized by reflective teaching is paying attention to students' interest and their affective domain. According to the humanistic approach to learning, both affective and cognitive domains are to be considered in learning (Rogers, 1983). This implies that teachers are required to pay attention to learners' individual demands and

emotions, receive their perceptions of the real world openly, and exploit their feedback in favor of their own professional development.

With regard to the critical dimension, the results demonstrated that the teachers ($M = 4.31$) and learners ($M = 3.25$) of the present study believe that the socio-political aspects of pedagogy and reflection upon them are to be taken into account in teaching. The available literature defines critical reflection as an essential factor in teacher education (Hatton & Smith, 1995; Jay & Johnson, 2002; Ward & McCotter, 2004). The advocates of reflective practice stress that adopting reflective practice is not restricted to inside class events rather it includes the outside forces of the larger social and political contexts (Bartlett, 1990; Jay & Johnson, 2002; Larrivee, 2008). Critical reflection enables teachers to become the agents of change who are willing not only to understand what is but also work to create what might be (Bartlett, 1990). Teachers are to “transcend the technicalities of teaching and think beyond the need to improve instructional techniques” (Bartlett, 1990, p. 204), providing students with knowledge, debate, and dialogue about pressing social problems and assist them to appreciate their power as social agents (Giroux, 1988).

Teachers’ attention to social and cultural aspects of teaching supports the argument by Akbari (2007) who believes that classroom context should be related to the wider social community; teaching should make a difference in the wider social community.

With respect to obstacles to reflective teaching, the teachers ($M = 3.41$) and the learners ($M = 2.74$) acknowledged the obstacles to reflective teaching. Regarding the advantages of reflective teaching both the teachers ($M = 2.90$) and learners ($M = 2.66$) support the advantages of reflective teaching suggesting that teachers and learners find reflection relevant in promoting professional growth and instructional improvements. This is in line with the current literature stating that the primary goal of reflective practice is the behavioral change for the purpose of professional development and improved practice (Schön, 1983; York-Barr et al., 2006). As noted by Akbari (2007) and Farrell (2001), reflection emancipates teachers from impulsive and routine behaviors; enabling them to construct and deconstruct their daily experiences in a manner that results in consciousness raising and deeper understanding about teaching.

Broadly put, findings indicated that both learners and teachers tend to agree with the importance of all categories of the reflective teaching perception questionnaire. It could be concluded that both Iranian EFL teachers and learners have positive attitudes toward reflective teaching and its principles.

Concerning the question addressing the difference between teachers’ and learners’ perception of reflective teaching, the results of the t-test revealed no statistically significant difference between teachers’ and learners’ attitudes towards reflective teaching practice. Hence, the first hypothesis was refuted.

6. Conclusion

Few accounts have reported teachers’ and learners’ perceptions of reflection. This line of inquiry is of importance as it can contribute to the literature of reflective practice in foreign language teacher education through raising language teachers’ consciousness of the significance of reflection in effective language teaching in EFL context. Such awareness makes them not only develop reflectivity in themselves but also find ways on how to enhance their teaching practices.

The findings of the present research might be beneficial to the policymakers and instructors of teacher education programs in the sense that they are encouraged to work on the methods that boost reflective attitudes in themselves as well as in teachers. More importantly, the findings of the present research might augment teachers’ understanding of reflective teaching and inspire them to reflect on their performance, and get new strategies that they could implement in their own educational contexts. Participants in the current research were Iranian EFL learners and EFL teachers living in Sabzevar, Iran. They may not be the representative of all EFL teachers and EFL learners. Future research can explore the perspectives of other teachers and other learners in other fields with respect to gender, years of experiences.

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Appendix A . Reflective Teaching Perception Scale (English Version)

Dear Participant,

Please check the statements that describe the way you think about REFLECTIVE TEACHING. There are no right or wrong answers. We are only interested in your responses to the questionnaire. The information will be used for research purposes only. Thank you very much for your cooperation and contribution.

Name: (optional) -----

School: (optional) -----

Nationality: -----

Gender: Male ☐ **Female** ☐

Qualification:

Diploma ☐

B.A in English ☐

M.A in English ☐

PhD.in English ☐

Degree in other fields ☐

English Teaching Experience:

Less than one year ☐

1-2 years ☐

3-5 years ☐

5-10 years ☐

More than 10 years ☐

Would you like to receive an electronic copy of the study results? Yes ☐ **No** ☐

Email address.....

Key: 5: Very Significant, 4: Significant, 3: Undecided, 2: Slightly Significant, 1: No Significant

Technical Dimension	Very Significant	Significant	Undecided	Slightly Significant	No Significant
1. Reflective teaching requires teachers to focus on teaching methods, the efficiency of instruction, on reaching the determined goals.	5	4	3	2	1
2. Reflective teaching requires teachers to focus on their skills within the classrooms, teaching and learning strategies,	5	4	3	2	1
3. Reflective teaching requires teachers to seek materials that meet students' backgrounds, interests, and needs.	5	4	3	2	1
4. Reflective teaching requires teachers to focus on instructional techniques, classroom management, and establishing learning environment.	5	4	3	2	1
5. Reflective teaching requires teacher to recall and evaluate her teaching experiences as a means of improving future ones.	5	4	3	2	1
Inquiry Dimension					
6. Reflective teaching requires teachers to think and gather data about their teaching, use the information obtained as a basis for improvement of teaching.	5	4	3	2	1
7. Reflective teaching requires teachers to reflect when they face a troubled or confused situation before resolving situations.	5	4	3	2	1
8. Reflective teaching requires teachers to engage constantly in inquiring, questioning, and discovering something.	5	4	3	2	1
9. Reflective teaching requires teachers to mentally reconstruct when a problem arises on the spot.	5	4	3	2	1
10. Reflective teaching requires teachers to discuss and analyze with others, problems they encounter in their classroom to aid their analysis of situations	5	4	3	2	1
Critical Dimension					
11. Reflective teaching requires teachers to develop critical thinking in themselves and their students.	5	4	3	2	1
12. Reflective teaching requires teachers to critically examine their practices and find new ideas and puts these ideas into practice in order to develop their performance and improve students' learning.	5	4	3	2	1
13. Reflective teaching requires teachers to challenge the taken for granted practices and assumptions.	5	4	3	2	1
14. Reflective teaching requires teachers to consider issues of justice and morality as they design their practice.	5	4	3	2	1
15. Reflective teaching requires teachers to create an equitable classroom.	5	4	3	2	1

16. Reflective teaching requires teachers to consider social; cultural; political forces that influence education.	5	4	3	2	1
Creativity Dimension					
17. Reflective teaching requires teachers to use available technology in achieving instructional objectives.	5	4	3	2	1
18. Reflective teaching wants teachers to employ creative and innovative approaches to classroom and school situations.	5	4	3	2	1
19. Reflective teaching requires teachers to construct their own teaching approach from the integration of their own experiences and theoretical frameworks or other outside experts.	5	4	3	2	1
Characteristics of A Reflective Teacher					
20. A reflective teacher monitors, evaluates, and revises his/ her own practice continuously.	5	4	3	2	1
21. A reflective teacher is open to alternative perspectives and new knowledge.	5	4	3	2	1
22. A reflective teacher has inquiry skills.	5	4	3	2	1
23. A reflective teacher has a wide range of knowledge e.g. subject matter and curriculum knowledge, sociocultural awareness, and knowledge of pedagogy.	5	4	3	2	1
24. A reflective teacher enhances professional learning and personal through collaboration and dialogue with colleagues.	5	4	3	2	1
25. A reflective teacher consults with literature available, books, searches the internet to keep in touch with recent advancement in his/her field.	5	4	3	2	1
Learner's Issues					
26. Reflective teaching requires teachers to consider students as active participants rather than passive recipients during the learning process.	5	4	3	2	1
27. Reflective teaching requires teachers to encourage student to be a researcher, be problem poser, and critical thinker.	5	4	3	2	1
28. Reflective teaching requires teachers to engage in an honest and open communication with their students and take time to listen and help them.	5	4	3	2	1
29. Reflective teaching wants teachers to take into account learners' cognitive factors (background, individual differences, and learning strategies.	5	4	3	2	1
30. Reflective teaching wants teachers to take into accounts students' affective factors(motivation, feedback, attitudes.	5	4	3	2	1
Obstacles					
31. Reflective teacher is restricted by contextual factors and schools realities including mandated	5	4	3	2	1

curriculum, large classroom, authorities, principles, and parents.					
32. Reflective teacher is restricted by work load and time.	5	4	3	2	1
33. Lack of critical thinking attitude restricts reflection on the part of teacher.	5	4	3	2	1
34. Low motivation and low level of study restrict reflection on the part of teacher.	5	4	3	2	1
Advantages					
35. Reflective teaching enables teachers to depart from routine practices.	5	4	3	2	1
36. Reflective teaching makes teachers think of the new teaching method to improve students' learning.	5	4	3	2	1
37. Reflective teaching enables teachers to recognize their strengths and weaknesses.	5	4	3	2	1
38. Reflective teaching paves the way toward teacher's professional development through cognitive affective changes in their learning, in their socialization, improvement.	5	4	3	2	1

Thanks for Your Cooperation☺

Appendix B.(Farsi version)

پرسشنامه دیدگاه معلمان در مورد ویژگیهای روش تفکر بازخوردی (نسخه فارسی)

با عرض سلام و احترام و تشکر از همکاری شما

این پرسشنامه جهت ارزیابی نگرش و باورهای شما دبیران و دانش آموزان گرامی در مورد ویژگیهای تدریس تفکر بازخوردی و تاثیر آن در فراهم کردن فرصت های یادگیری برای دانش آموزان می باشد. به هر سوال اهمیت آن را از نظر خودتان با گذاشتن تیک نشان دهید. نتایج مفید این تحقیق در گرو پاسخ دقیق و صادقانه شما می باشد. شایان ذکر است که این یک تست یا امتحان نیست و هیچ پاسخ صحیح و یا غلط نمی باشد. پاسخهای شما تنها توصیف کننده نگرش شما میباشد. نتایج این بررسی تنها جهت کاربردهای تحقیقاتی مورد استفاده قرار میگیرد. از اینکه پاسخ صادقانه به موارد پرسشنامه بدهید بسیار سپاسگزاریم.

نام: (اختیاری) -----

مدرس/موسسه آموزشی: (اختیاری) -----

ملیت: -----

جنسیت: مذکر مونث

۱ - آیا شما معلم زبان انگلیسی هستید ؟ بله خیر

مدرک تحصیلی: دیپلم لیسانس زبان انگلیسی فوق لیسانس زبان انگلیسی دکترای زبان انگلیسی سایر رشته ها

مقطع تدریس در آموزشگاههای خصوصی زبان: مقدماتی متوسط پیشرفته مقدماتی و متوسط پیشرفته

متوسط و پیشرفته تمام سطوح هیچکدام

مقطع تدریس آموزش و پرورش: متوسطه اول متوسطه دوم هر دو مقطع پیش دانشگاهی تمام مقاطع هیچکدام

سابقه تدریس:

کمتر از یک سال ۱-۲ سال ۳-۵ سال ۵-۱۰ سال بیشتر از ۱۰ سال

تمایل دارید یک نسخه الکترونیکی از نتایج مطالعه دریافت کنید . بله خیر

آدرس ایمیل:

راهنمایی: لطفا در این قسمت با کشیدن دایره دور اعداد ۱ تا ۵ میزان موافقت یا مخالفت خود را با عبارتهای زیر مشخص نمایید..

۱	۲	۳	۴	۵
هیچ اهمیتی	اهمیت کمی	نظری ندارم	مهم	خیلی مهم

ردیف	نظری ندارم	اهمیت کمی	اهمیت متوسط	اهمیت زیاد	توضیحات
۱	۵	۴	۳	۲	۱. روش تفکر بازخوردی (باز اندیشی در تدریس) از معلم میخواهد بر روی روشهای تدریس، کارایی تدریس و رفتارها جهت دستیابی به هدفهای تعیین شده تمرکز کند.
۲					۲. روش تفکر بازخوردی از معلم میخواهد بروی مهارتهای خود در کلاس، راهبردهای یادگیری و تدریس تمرکز کند.
۳					۳. روش تفکر بازخوردی از معلم میخواهد مطالب درسی متناسب با نیاز و علاقه دانش آموزان بیاید.
۴					۴. معلم اندیشمند از ارزشیابی و فراخوانی تجارب تدریس خود به عنوان وسیله ای برای بهبود کارایی تدریس بعدی استفاده میکند.
۵					۵. روش تفکر بازخوردی از معلم میخواهد به جمع آوری داده در مورد تدریس خود پرداخته و اطلاعات به دست آمده را جهت بهبود روش تدریس خود به کار گیرد.
۶					۶. روش تفکر بازخوردی از معلم میخواهد به زمانی که با یک موقعیت گنج کننده و مبهم مواجه میشود قبل از حل کردن موقعیت تفکر و تأمل کند.
۷					۷. روش تفکر بازخوردی از معلم میخواهد همواره ذهنش درگیر کشف و سوال کردن و زیر سوال بردن مسئله ای باشد.
۸					۸. روش تفکر بازخوردی از معلم میخواهد هنگام بروز مشکل در حین تدریس مشکل را به طور ذهنی حل کند.
۹					۹. روش تفکر بازخوردی از معلم میخواهد درباره مشکلاتی که در کلاس درس خود روبرو می شوند، با دیگران، برای کمک به تجزیه و تحلیل موقعیت به تبادل نظر و ارزیابی بپردازند.
۱۰					۱۰. روش تفکر بازخوردی از معلم میخواهد تفکر انتقادی را در خود و دانش آموزان تقویت کند.
۱۱					۱۱. روش تفکر بازخوردی از معلم میخواهد روش تدریس خود را جهت یافتن ایده های جدید و پیاپی کردن آنها به منظور بهبود یادگیری دانش آموزان مورد بررسی انتقادی قرار دهد.
۱۲					۱۲. روش تفکر بازخوردی از معلم میخواهد شیوه ها و نظریه های پیش پا افتاده را به چالش بکشد.
۱۳					۱۳. روش تفکر بازخوردی از معلم میخواهد برابری و اخلاق را هنگام تدریس در نظر گیرد.
۱۴					۱۴. روش تفکر بازخوردی از معلم میخواهد موارد بی عدالتی اجتماعی در محیط خود را در نظر گیرد و در کلاس بحث و مطرح کند.
۱۵					۱۵. روش تفکر بازخوردی از معلم میخواهد یک کلاس درس عادلانه ایجاد کند.
۱۶					۱۶. روش تفکر بازخوردی از معلم میخواهد عواملی از قبیل عوامل فرهنگی، سیاسی و اجتماعی که بر تعلیم و تربیت تأثیر میگذارند در نظر بگیرد.
۱۷					۱۷. روش تفکر بازخوردی از معلم میخواهد از فن آوری های موجود جهت اهداف آموزشی بهره گیرد.

				۱۸. روش تفکر بازخوردی از معلم میخواهد از روشهای خلاق و نوین برای کلاس و مدرسه استفاده کند.
				۱۹. روش تفکر بازخوردی از معلم میخواهد با تلفیق تجربیات خود و نظریه ها و تجربیات سایر متخصصان روش تدریس خود را بسازد.
				۲۰. معلم اندیشمند پیوسته تدریس خود را مورد نظارت ، ارزیابی و تجدید نظر قرار میدهد.
				۲۱. معلم اندیشمند دیدگاه ها و دانش جدید استقبال میکند.
				۲۲. معلم اندیشمند با مهارتهای پژوهشی آشنایی دارد.
				۲۳. معلم اندیشمند دانش مربوط به مقطع تحصیلی ، دانش فرهنگی محیطی ، و دانش فن تدریس را دارد.
				۲۴. معلم اندیشمند از طریق همکاری و گفت و گو با همکاران یادگیری شخصی و حرفه ای خود را ارتقا میدهد.
				۲۵. معلم اندیشمند برای آگاه بودن از پیشرفت های اخیر در زمینه تخصصی خود به تحقیقات موجود، کتب و مقالات مربوط ، اینترنت مراجعه میکند.
				۲۶. روش تفکر بازخوردی از معلم میخواهد دانش آموزان را شرکت کنندگان فعال و نه دریافت کنندگان منفعل در فرایند یادگیری در نظر گیرد.
				۲۷. روش تفکر بازخوردی از معلم میخواهد به دنبال ایجاد حس پرسشگری و تفکر انتقادی در دانش آموزان باشد.
				۲۸. روش تفکر بازخوردی از معلم میخواهد ارتباط صادقانه و صمیمی با دانش آموزان داشته و برای گوش دادن و کمک به آنها وقت بگذارند.
				۲۹. معلم اندیشمند رابطه بین مطالب آموزش و تجارب گذشته (دانش قبلی) دانش آموزان و مقاصد شخصی (نیازها و علایق) در نظر میگیرد.
				۳۰. معلم اندیشمند مهارت های خاص و توانایی دانش آموزان را در نظر میگیرد.
				۳۱. عوامل محیطی و مدرسه از قبیل کلاسهای پر جمعیت ، عدم حمایت والدین ، مدیران و غیره عملکرد معلم اندیشمند را محدود میکنند.
				۳۲. کمبود زمان و حجم کاری زیاد عملکرد معلم اندیشمند را محدود میکند.
				۳۳. نداشتن تفکر انتقادی عملکرد معلم اندیشمند را محدود میکند.
				۳۴. نداشتن انگیزه کافی و مطالعه کافی عملکرد معلم اندیشمند را محدود میکند.
				۳۵. روش تفکر بازخوردی به معلم کمک میکند تا از روشهای تکراری استفاده نکند.
				۳۶. روش تدریس تفکر بازخوردی به معلم کمک میکند تا از روشهای جدید جهت بهبود یادگیری دانش آموزان بکار گیرد.
				۳۷. روش تدریس تفکر بازخوردی به معلم کمک میکند تا نقاط قوت و ضعف خود را بشناسد.
				۳۸. تفکر بازخوردی از تغییر شناختی و عاطفی دریادگیری و فرایند اجتماعی شدن به رشد حرفه ای معلم کمک میکند.
از همکاری شما سپاسگزاریم				

Appendix B. Table Factor Loadings for Exploratory Factor Analysis with Varimax Rotation of the Questionnaire

Rotated Component Matrix								
	Component							
	1	2	3	4	5	6	7	8
Technical1	.568							
Technical2	.414							
Technical3	.319							
Technical4	.880							
Technical5	.949							
Inquery6								
Inquery7	.899	.888						
Inquery8		.811						
Inquery9		.818						
Critical10			.785					
Critical11			.394					
Critical12			.428					
Critical13			.657					
Critical14			.480					
Critical15			.418					
Critical16			.875					
Critical17								
Creativity18				.424				
Creativity19				.511				
Creativity20				.934				
Teachercharacteristics21					.765			
Teachercharacteristics22					.788			
Teachercharacteristics23					.349			
Teachereachercharacteristics24	.212				.344			
Teachercharacteristics25					.302			
Teachercharacteristics26					.389			
Teachercharacteristics27					.239			
Learner's factors28						.440		
Learner's factors 29						.214		
Learner's factors30						.250		
Learner's factors31						.349		
Learner's factors32						.232		
Learner's factors33						.235		
Learner's factors34					.312	.358		
Learner'sfactors35						.302		
Learner's factors36						.284		
Learner's factors37	.344					.311		
Learner's factors38						.243		
Learner'sfactors39						.215		
Learner'sfactors40	.294							
Obstacles41							.746	
Obstacles42							.678	
Obstacles43							.658	
Obstacles44							.392	
Advantage45								.460

Advantage46	.407
Advantage47	.492
Advantage48	.732

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 15 iterations.

Note. Extracted factors greater than .3 are in bold.

