Abstract

Reflective teaching has become one of the prominent models in teacher education in general and in foreign and second language teacher education in particular. To optimize the teaching and learning of language in EFL/ESL contexts, it may be useful to embrace the concept of the teacher as a learner and a professional. Reflective teachers are those who observe their own teaching, or ask their peers to observe their classes, analyze their teaching, pinpoint the problems, formulate hypotheses, manipulate the teaching context in order to test them, apply the findings of their reflection to their teaching and check the outcome to see whether the changes have resulted in the development of the teaching/learning process. In order to do this, teachers need certain tools through which they can collect data for reflection. Different reflective tools have been suggested by educators: Teacher Diary, Students’ Feedback, Peer Observation and Audio recording, to name but a few. The problem is that while the reflective teaching experts suggest different tools for obtaining the data that teachers need in order to evaluate their own way of teaching; they do not fully discuss the effectiveness of the tools regarding the data that teachers need to obtain. Therefore, the purpose of the present study has been to evaluate the effectiveness of the tools used in reflective teaching in EFL and ESL contexts. In order to conduct this comparative study, twenty classes were randomly chosen from the EFL (Iran) and ESL (India) contexts and the aforementioned reflective tools were administered to the selected subjects. The design of the study was descriptive and correlational; therefore, the research variables were not manipulated. In the data analysis course of action, the obtained data resulting from the administration of four reflective tools were statistically analyzed. The findings indicated that there was a significant difference among the data that the four reflective tools obtained. The research findings also showed that reflective tools did not function in the same way in EFL and ESL contexts. In addition, based on the findings of the study, the researcher designed three hierarchies of reflective tools, categorized and arranged according to the teachers’ special needs and the authenticity of the obtained data.

According to the rules and regulations of Panjab University, all Ph.D. theses must be written based on the MLA (Modern Language Association) documentation style of writing. Therefore, the physical format of the present thesis, the
documentation of printed and electronic sources including the citation of sources in the text and in the works cited section are strictly based on Gibaldi’s MLA Handbook for Writers of Research Papers, 6th edition.