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Reflective Technique As a Teacher Language Guide A B S T R A C T

Reflective teaching involves questioning one own self to bring perfection by asking the following questions :

- . Which teaching model the reflective is using ?
- . How does it apply in specific teaching situation?
- . How well is it working ?

Teacher educator should apply this theory in classroom practice in order to observe and reflect on the result so that the classroom becomes as a kind of laboratory where the teacher can relate teaching theory to teaching practice .By adopting reflective teaching pedagogy teacher educators imparts inspiration among teacher trainees , so as to enable them to practice session . Reflective teaching is innovative approach that should be practiced in open and distance education to sustain interest among teachers trainees who obtain the teacher training degree through open and distance education .

This paper deals with definitions of reflective teaching , theories of reflective teaching and the seven key characteristic of reflecting teaching.

Finally , there is a conclusion which sums up the findings of the study .

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تقنية عاكسة كدليل لغة المعلم

مدرس مساعد: إيناس فلاح عايد /جامعة تكريت /كلية التربية للعلوم الإنسانية/ قسم اللغة
الإنجليزية.

الخلاصة

التقنية الانعكاسية كدليل للمعلم :

يتضمن هذه الطريقة كيفية سؤال احدهم للآخر للوصول الى المثالية عن طريق :
. اي طريقة تستخدم التقنية الانعكاسية؟

. كيفية تطبيقها في مواقف درس تعلم اللغة .

. الى أي مدى ممكن أن تعمل ؟

على المعلم أن يطبق هذه النظرية بالطريقة التي يجب أن يلاحظ بها أن الصف أصبح كنوع من أنواع المختبرات وذلك عن طريق استخدامه هذه الطريقة كطريقة استنباطية ممكن أن يستخدمها بين المعلمون المتدربون . تعتبر التقنية الانعكاسية كطريقة مبتكرة يجب أن تمارس خلال فترة تعليم مفتوحة عن طريق المعلمين المتدربين عليها . يتضمن هذا البحث على تعاريف خاصة بهذه التقنية , نظرياتها وخصائصها السبعة . وأخير يتضمن استنتاج يتيح للباحث معرفة نتائج خاصة بهذه النظرية .

Introduction

Critical and reflective thinking can be considered as one of the most important and powerful key that give the teachers the opportunity to develop their background acknowledged of their skills to develop the process of teaching . In this introduction , the researcher outline the reason of being this process important for all those who want to become professional in teaching and how want to engage seriously the content of any educational materials and have the suitable ability to manage (Dawe et al, 2005). Those teacher how need to be Professional must have the ability of engaging in both design and systematic educational problem in many context The complexity of educational means that the educational system will face a struggle to be achieved so the teacher must do their best to reach their ambition in this process (Sterling, 2001; 2003). The teacher must have a high level of understanding to what he will do , how he will do and how can he inform his knowledge to his receiver. The most important thing for those who want to be a professional in teaching is knowing how the system of the educational process works considering all the changes that may be happened .The teacher must focus on hoe can he involve on the interest and who can make many challenges towards the educational process considering all the problem that may face both teacher and student in teaching and learning process .

1.2 Aim of the study : The study aims at suggestion anew method for exchanging teachers' experience among teachers and how make a judgment and evaluation of teachers for the others , and how can teachers get benefit from this method .

Reflected teaching definitions :

Schon (1993:44) suggests that reflection teaching practice is a continuous process and involves learner thought fully considering one's own experience in a playing knowledge to practice while being thought by professionals . It helps the individual's to develop their own personality .

Gibbs (1988:62) suggests that in the reflective practice individuals develop analysis of feeling . Evaluation of experience etc , Jasper (1999:127) admits that associating reflective teaching practice with lifelong learning results in the development of autonomous , qualified and self- directed professionals . Engaging in reflective practice is associated with the improvement of the quality of care , stimulating personal growth and closing the gap between theory and practice .

Bartlett (1990:68) points out that becoming a reflective teacher involve moving beyond a primary concern with instructional techniques and "how to" questions and asking " what questions that regard instructions and managerial techniques not ad ends in themselves ,but as a part of broader education purposes .Asking questions "what and why " gives certain power over individuals teaching resulting in the emergence of autonym and responsibility in the work of teaching . In reflecting on the above kind of question ,teachers begin to exercise control and open up the possibility of transforming everyday classroom life .

Lieberman &Miller (2000:913) points at that the practice of reflective teaching , reflective inquiry , and reflection on practice , results in gaining of the professional and professional knowledge that is so important to begin an effective teacher and in shaping individual's learning .

Han (1995:228) state that the process element of reflection emphasize how teachers more decision , set the stage for learning how to be good teacher , proposed reflective teaching as the act of creating a mental space in which to contemplate a question or idea , such as , what do I know about teaching young learners ? this repeated leads to a deeper perspective helping students .

Reflective teaching involves recognizing , examining, thinking over the way an individual teachers . As individual possess their own background and experience , bring certain beliefs , assumption ,knowledge , attitudes and values to teaching . It is also seen that teaching takes place in a social setting that has its own unique characteristics ,opportunities and constrains .The practice of reflective teaching explore the implications of all these complex factors with the intention of understanding and improving teaching learning practice (Ibid).

2.1 What Is Reflective Teaching And Why Is It Important?

Reflective teaching means looking at what we do in the classroom , thinking about if it works – a process of self observation and self evaluation by collecting information about what goes on our classroom by analyzing and evaluation this information , we identify and explore our own practices and underlying belief . This may then lead to changes and improvement in our teaching .

Gibbs (1988:62) says that reflective practice individuals develop analysis of how someone feel and how to evaluate our experiences in the classroom . Jasper (1999:127) suggests that connecting reflective teaching practice with lifelong learning results in the development of autonomous, qualified and self-directed professionals .Engaging in reflective practice is depending on how to improve the quality of care and to stimulate personal growth and narrowing the gap between theory and practice .Schon (1993:44) indicates that reflective teaching practice is a continuous process and contains ones own experience in knowledge to practice . It helps the individuals to develop their own personality .

Liberman &Miller (2000:913) points at that the practice of reflective teaching ,reflective inquiry and reflective on practice,results in getting the personal professional knowledge that is so important to be an effective teacher and form individuals learning .

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experience , bring certain beliefs ,assumption knowledge , attitude and values in teaching , It also seen that teaching takes place in social setting that has its own unique characteristic , opportunity and constrains. The practice of reflective teaching explore the implications of all these complex factors with the intention of understanding and improving teaching learning practice (Ibid).

Teachers are the busiest professionals on Earth”. “Teachers never stop working”. How many times have you heard statements like those above? I bet many times. And how many times have you stopped to reflect upon your teaching practice? Have you ever done it? How? What was the last time you’ve been observed? What was the last time you observed a friend? You may think: Why so many questions? What does it all have to do with reflective teaching? I’ve noticed that a lot has been discussed about critical thinking regarding our students learning process. What about reflecting on our teaching process? Have we reflected on it? Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom. It can be both a private process as well as one that you discuss with colleagues. When you collect information regarding what went on in your classroom and take the time to analyses it from a distance, you can identify more than just what worked and what didn’t. You will be able to look at the underlying principles and beliefs that define the way that you work. This kind of self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach can change in the moment. Reflective teaching is about more than just summarizing what happened in the classroom. If you spend all your time discussing the events of the lesson, it’s possible to jump to abrupt conclusions about why things happened as they did. Reflective teaching is a quieter and more systemic approach to looking at what happened. It requires patience, and careful observation of the entire lesson’s experience.

According to Jack Richards, reflection or “critical reflection, refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. (Richard 1990)

Bartlett (1990) points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and “how to” questions and asking “what” and “why” questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader

educational purposes. Asking "what and why" questions give us a certain power over our teaching. We could claim that the degree of autonomy and responsibility we have in our work as teachers is determined by the level of control we can exercise over our actions. In reflecting on the above kind of questions, we begin to exercise control and open up the possibility of transforming our everyday classroom life. (Bartlett, 1990. 267)

The process of reflective teaching supports the development and maintenance of professional expertise. We can conceptualise successive levels of expertise in teaching – those that student-teachers may attain at the beginning, middle and end of their courses; those of the new teacher after their induction to full-time school life; and those of the experienced, expert teacher. Given the nature of teaching, professional development and learning should never stop.

2. 2 Theoretical of reflective Teaching :

The process of reflective practice grounded in theories of reflection and thinking . Especially , the theories of Jhon Dewy and vygotsky provide a strong theoretical framework for the study of reflection .Deways ideas about reflection give information about why it is important to reflect , While Vygotsky provides a framework for how teach should reflect (Jennifer, 2011:7)

A: John Dewey,s perspective on reflection :

Jhon dewey,s (1993) argued that " we don't learn from experience , we learn from reflecting on experience " . He defiend reflecting thought as an active ,persistent and careful consideration of any belief or supposed from knowledge in the light the ground that support it and further conclusion to which it tends". To him reflection is depending thoughtfulness about teaching belief and practices .Dewey believed that it is very important for teacher to participatein reflective practice and that this activity is complicated , inclement ,intellectual, emotional and took time for teacher to do well (Jennifer ,2011:8).

According to Dewey reflection mirrors the scientific process . Reflectors must first participate in an experience that cause then to interpret it and thinks about it beyond its end .Then they can define the problem and identify questions that have expressed from the experience .Next they must participate in a means lends analysis where explanation and further questions are explored .Finally they generalize their conclusion , create hypotheses , and test them out (Rodgers, 2002:8) . Dewey suggested that this process of reflection

needs to face the complexity of their students and their teaching, the subject matter they are teaching and the context in which all these facts operate . Reflection can be practiced , valued ,and finished by reflecting teachers grow in their learning of hoe to think , teach and learn .Rodger described Dewey,s concept of reflection practice as including four specific criterias that explain it"s purpose and it"s processs. First , the function of reflection is to make meaning when they reflect by the thinking deeply about an experience and attempting to understand it as thoroughly as possible . Therefore , as they reflect about their different experiences , they gey a deeper understanding of each one and who they connect to their knowledge as well as each other . Second , reflection is a systematic , inclement and organized way of thinking , It is a particular way of thinking is clear different from simply pandering sometimes without great thought , it requires a teacher to draw an post knowledge and experience . Third, Reflection need to happen while interacting with other .Dewey believed that having expressed oneself to other so that others understand one"s ideas produces strengths in one"s thinking . Teachers must go outside of their experiences and see them how other teacher see them . In the act of sharing , Teacher"s life experience is broadened . Finally , reflection requires an attitude that values growth .He believed that the attitude that teacher bring to reflective experience can either open the way to learn or black it (Rodger,2002:9).

B: Vygot"s sociocultural theory :

Even though Dewey talks about the importance of the social interaction for reflection , from a vygotskian perspective , social interaction is attendant from reflection since for Vygotstoy all new learning start on the interpersonal level . Vygotsky states that people develop within their social word points out to the importance of peer interaction in creating higher levels of cognitive and social development .This social word is contained of relationship and interaction where learner cooperate towards shared goals . It offers an open area of communicative that gives them chances to express and negotiate their ideas . this theory also provides information about how teachers reflect and what reflective process that are informed by Vygotsky"s theory of learning and development teachers are continually learning (Rog,1993:10). The goal of Vygotsk"s work and the aim of his sociocultureal theory were to understand the mental processes of people and to contribute to the certain of educational programs that maximize the potential of all learner . He argues that cognitive development not only takes place with social support from others in on interaction ,but also involves the development of skill with socially developed

tools for mediating intellectual activity . Skill developed using cultural tools , such as language , through participation and communication . He states that cognitive process from within the social interaction (Ibid) .

Vygotsky believes that learner reconstruct their understanding in the world in a social way through collaborative process with their peer . He redound the benefits of collaboration to the mutual involvement by the learner ,the equality of the relation ship between them when in a collaborate based on their share understanding , especially when learner of mix knowledge levels interact in a collaboration , they are able to understand and share with each other . This collaborative relationship is what needed for preserving and student teacher discussion group in teacher education process environment promote growth for their teachers .the environment will allow people to discover , not only to do something ,but that they can actually do it through discussion and collaboration with their peers (Tudge ,1992:11).

3.Characteristic of Reflecting teaching:

3.1 Aim and Sequence :

Calder head (1992:763) state that reflective teaching implies a real concern with aim and sequence as well as means and technical competence which lead to creative and innovative approach in classroom , this could improve learning opportunities for students . Further , reflective teachers would think critically which involves the willingness to be questioned tasking rises in learning , taking of learning for searching and analysis using higher over thinking skills to help their analysis of situation , which could eventuate into improved future classroom encounter .

3.2 A cyclical process :

This characteristic refers to the process of reflective teaching in which teacher monitor , evaluate and revise their own practice continuously . Stenhouse (1975:17) points out that teachers should act as a researcher of their own practice and should develop the curriculum through practical enquiry , teachers are principally expected to plan , make ,provision and act . Reflective teachers also need to monitor ,observe and collect data on their own and learners interactions , action and feelings .This evidence then need to be critically analyzed and evaluated so that it can be shared , judgments made and decision , finally this may lead the teacher to revise his or her classroom

policies , plans and provision before beginning the process again . It is a dynamic process which is intended to lead through successive cycles towards higher quality standers of teaching .

3-3 Gathering and Evaluating Evidence:

Pollard (2008:18) state that reflective teaching requires competence in method of evidence – based classroom which are the four class ; reviewing relevant , existing research , gathering new evidence , analysis and evaluation , each of which contributes to the cyclical process of reflection to support the progressive development of higher standard of teaching .

A .Reviewing relevant , Existing Research

This means to learn as much ad possible from other like teachers or from possible professional researchers .

B .Gathering new evidence :

It is concerned with gathering data , describing situations , process , reasons and effects with care and accuracy . Two types of data are particularly relevant . Object data are important , like description of what people actually do , but so two are subjective data which describe how people feel and think their perceptions. The collection of both of sort of data calls for considerable skill on the part of any classroom investigator , especially when they may be enquiring into their own practice .

. Analytical skills :

These skill are needed to address the process of how to interpret descriptive data such not meaningful unless they are placed in a framework that enable a reflective teacher to relate then one with other and to start to theorize about them .

D. Evaluation Skills:

Evaluation skills are involved in making judgment about the education consequences of the results of the practical enquiry .Evaluation , in the light of aims , value and the experience of others enable the results of enquiry to be applied to future policy and practice (Ibid).

3.4: Attitudes Toward Teaching:

Reflective teaching requires attitude of open mindedness responsibility and whole heartedness .

A. Open –Mindedness:

"An active desire to listen to more sides than one , to give heed to fact from whatever source they come, to give full attention to alternative possibilities , to recognize the possibility of error even in the beliefs which are dearest to use "(Pollard, 2008:19).

Open –mindedness is an important attribute to rigorous reflection because any type of enquiry that is consciously based on partial evidence . We thus , use the concept in the sense of being willing to reflect upon ourselves and to challenge are own assumption , prejudices and ideologies, as well as those of other .However, to be open – mind about evidence and its interpretation is not the same thing as declining to take up a value – position on important social and educational issues (Ibid).

This point brings us to the second attribute which Dewey saw as a prerequisite to reflective action – responsibility .

B. Intellectual Responsibility

" to consider the consequence of a projected step , it means to be willing to adopt these consequences when they follow reasonably intellectual responsibilities secures integrity " (Ibid:20).

C. Whole heartedness

Whole heartedness : The third of Dewey"s important attitude , refers essentially to the way in which such consideration happens . Dewey"s suggestion was that reflective teachers should be dedicated , Single –mind , energetic and enthusiastic as he put it " there is no greater enemy of effective thinking than divided interest A genuine enthusiasm an attitude that operates as an intellectual force . when person is absorbed the subject carries " (Ibid) .

4. How does reflection take place?

Many different approaches can be employed if one wishes to become a critically reflective teacher, including observation of oneself and others, team teaching, and exploring one's view of teaching through writing.

Approaches to Critical reflection:

Peer Observation – Peer observation can provide opportunities for teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching. Some suggestions for peer observation:

1. Each participant would both observe and be observed – Teachers would work in pairs and take turns observing each other's classes.
2. Pre-observation orientation session – Prior to each observation, the two teachers would meet to discuss the nature of the class to be observed, the kind of material being taught, the teachers' approach to teaching, the kinds of students in the class, typical patterns of interaction and class participation, and any problems that might be expected. The teacher being observed would also assign the observer a goal for the observation and a task to accomplish. The task would involve collecting information about some aspect of the lesson, but would not include any evaluation of the lesson. Observation procedures or instruments to be used would be agreed upon during this session and a schedule for the observations arranged.
3. The observation -The observer would then visit his or her partner's class and complete the observation using the procedures that both partners had agreed on.
4. Post-observation: The two teachers would meet as soon as possible after the lesson. The observer would report on the information that had been collected and discuss it with the teacher (Richards and Lockhart, 1991).

5. Benefits of reflective teaching:

The teachers identify a variety of different aspects of their lessons for their partners to observe and collect information on. These include organization of the lesson, teacher's time management, students' performance on tasks, time-on-task, teacher questions and student responses, student performance during pair work, classroom interaction, class performance during a new teaching activity, and students' use of the first language or English during group work.

The teachers gain a number of insights about their own teaching from their colleague's observations and that they would like to use peer observation on a regular basis. They may also obtain new insights into aspects of their teaching.

Written accounts of experiences

Another useful way of engaging in the reflective process is through the use of written accounts of experiences. (Powell 1985) and their potential is increasingly being recognized in teacher education. A number of different approaches can be used.

Self-Reports – Self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed (Pak, 1985).

Self-reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices.

Journal Writing

A procedure which is becoming more widely acknowledged as a valuable tool for developing critical reflection is the journal or diary. The goals of journal writing are:

1. To provide a record of the significant learning experiences that have taken place
2. To help the participant come into touch and keep in touch with the self-development process that is taking place for them
3. To provide the participants with an opportunity to express, in a personal and dynamic way, their self-development
4. To foster a creative interaction
 - between the participant and the self-development process that is taking place
 - between the participant and other participants who are also in the process of self-development

- between the participant and the facilitator whose role it is to foster such development (Powell, 1985, Bailey, 1990)

Recording Lessons

For many aspects of teaching, audio or video recording of lessons can also provide a basis for reflection. While there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment to moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. It would be of little value for example, to attempt to recall the proportion of Yes-No Questions to WH-Questions a teacher used during a lesson, or to estimate the degree to which teacher time was shared among higher and lower ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons.

6. Teacher Judgment :

We can say that the basis of reflecting teaching is the teacher judgment that is based on evidence . What is common in this process that teacher way in teaching is criticized (Pollard , 2008:21). The teachers carry out the task of make decision , point out the most important things that need to enhance(Bolster ,1983). It is noticeable that the knowledge of teacher is based on their experience and their ability to support each other to make a great development and make a clear changes in the educational process .And also there is a big role for the teacher judgment because the teacher will routinize practice (Ibid).

The complexity of this process tend to be wigh the messy of how can the teacher control their experience and reflect it through the educational materials (Pollard ,2008:22).

7. Learning with colleagues :

We must shed the light on how reflective teaching can enhance collaboration and how can make conversation with colleagues, how can they engage in their activities and how can less the stress and pressure supporting advisement in a practical way (Pollard , 2008:24) .

collaboration reflective discussion maximize the significance of the idea that each teacher encourage the other to reflect their experience and share their

critical thinking through many process and all that will confirm by evaluation and activities that discussed in the lecture . (Vygotsky , 1978:24) .

Reflective learner is a great advantage for all who participate in this process when they get benefit to make a great development in the educational process (Ibid) .

8. Reflective teaching as a creative mediation :

The reflective process make teachers able to :

The learners need to mediate the developed process of teaching and creative mediation means how both teachers and learners understand the requirements of a particular context (Pollard, 2008 :25) .

There are different kinds of creative mediation which make the process more understandable such as :

1.It calls all the strategies which is greatly valued to be maintained .

2.Creative mediation concern with what the teacher found to work with it in a boundaries that provide the chance to creative thinking.

3.It refers to how individual work to provide a support to new materials individual's working closely to provide mutual support in satisfying and

(Osborn , 2000) .

8:Cultivating Reflective Practice

Reflective practice in the learning arena can be traced back to Socratic questioning, where one question is answered by another question so as to challenge the subject under discussion .Dewey called reflection ‘a kind of thinking that consists in turning a subject over in the mind and giving it serious thought’ (1933). In more recent contributions to educational theory reflective practice has been associated with Kolb’s experiential learning cycle (1984), with Schon (1987) as an important component for the development of professional knowledge and practice and with Mezirow (1990) as a trigger to the process of transformative learning in

adulthood. Reflective practice has also become part of the movement for ‘active learning’ (Baldwin and Williams, 1988) or ‘whole person learning’ (Taylor, 2007) both of which place value on self-determination and autonomy for the learner. These approaches to learning have in common a recognition that individuals need to learn to foster their ability to reach a state whereby they can

autonomously examine their own practice in relation to their circumstances. By autonomously we mean that the learner can take personal responsibility for establishing a reflective practice of their own, the actual practice itself may or may not include others. So how, as educators of sustainability literacy, can we take reflection into the world of practice and experience for our learners? Schon, writing about his experiences in teaching learners about architectural design observed: However much students may learn about designing from lectures or readings, there is a substantial component of design competence – indeed, the heart of it – that they cannot learn in this way. A designlike practice is learnable but not teachable by classroom methods. And when students are helped to learn to design, the interventions most useful to them are more like coaching than teaching – as in a reflective practicum. (1987: 157) We could substitute the word ‘design’ with ‘sustainability’ here. A learner who knows about sustainability is likely to be limited in their abilities to make change unless this knowledge means something to them in practice, in effect the necessary transformative component of sustainability will remain dormant without reflective practice. Sustainability is a lived experience, not a dry intellectual exercise. If it does not touch or enter the heart of the person learning about sustainability they may have been taught much but have learnt little. In the following two examples, we aim to show that critical reflective thinking is a *method for learning about sustainability* (i.e. a technique used in the education setting to explore an

issue) as well as being a necessary *skill for practicing professionals*. Our aim for learners is that they acquire not simply the ability to replicate techniques taught, but the ability to craft responses appropriate to the variety of circumstances in which they will find themselves. Example 1: Role-Playing Stakeholder Participation in Decision Making During a first year undergraduate module, learners are exposed to the complexity of group environmental decision making using a role play exercise set in a national park in the UK. The learners research the roles of individual stakeholders and represent their stakeholder during a decision making exercise. At each stage in the process they are asked to complete a reflective diary. The learners are given questions to answer at each step of the decision making exercise in order to assist their reflective practice. The purpose of these reflective diaries is to capture the thoughts and feelings that each learner is experiencing during the environmental decision making exercise. As they record their moments of reflection learners begin to sense and express the complexity associated with group environmental decision making. Learners come to a realization that sustainability has many meanings and interpretations (or ‘versions’), which can be affected by a person’s values and the context in which sustainability is being applied. Without the opportunity for critical

and reflective thinking this important personal insight may have been missed; in so doing the learner may have also lost out on a moment to deepen their own personal understanding of sustainability.

What we, as educators, have learnt is that many of our learners need some structure and guidance in the art of reflection. Recognizing and recording one's own inner-commentary, emotions and values, alongside the dialogue and exchanges with others does not come easily to all. Based on our experience and influenced by the work of Moon (1999) on stages of

learning, we suggested there are at least three levels to the reflective process:

1. The recording of events and facts – At this basic level each learner is seeking to notice what is literally occurring to them and around them.
2. The recording of dialogue or subtext, non verbal cues and emotional responses – At this intermediate level each learner is seeking to become aware of what is occurring more subtly around them and within them.
3. The recording of transformation – At this more advanced level each learner is seeking to account for any behavioural or attitudinal changes in themselves or others.

We have found that most learners find the first level relatively straightforward and that some learners are able to move to the second level and critically examine and observe what they and others have said and done as a process of making sense and drawing meaning out of what

is happening around them. The most challenging and searching level of critical thinking and reflective practice is at the third level, this is where a mentor or facilitator to guide the learner is especially helpful. A memorable and revealing moment in this module, was when we were asked by a learner for a definitive 'version' of a problem, after he was shown a series of conflicting stakeholder 'versions' by his colleagues. Various other learners joined in the questioning, effectively looking to us as educators for reassurance and to answer the question 'what is the truth here?'. We turned around the question to the group, emphasising the different perceptions of 'truth' of the different stakeholders involved, and the resulting inherent value conflicts in connection with the problem. In effect these learners were struggling to make sense out of what was

happening around them. We have also experienced situations where a learner (in their own opinion) feels unmoved or unchanged by the learning experience. It is the role of the educator to judge whether the learner would benefit from questioning to help reveal any hidden transformation or to allow the passage of time to reveal any deeper experiences to the learner, whilst being mindful that

there will be times when a learner may not have experienced a transformational event.

The use of intensive coaching methods is not always possible. It can be challenging to learn the skills of critical thinking and reflective practice in the setting of a traditional lecture theatre, especially with large groups of learners. However, at the postgraduate level, in an introduction to sustainability module, we have found the exposition of dominant and

competing narratives to be an effective method for stimulating critical and reflective thinking. In this interactive approach lectures are deliberately structured in three parts. In the first part the lecture topic is framed from the perspective of society's dominant narrative (or 'version'), which tends to conform well to our taken-for-granted assumptions about the way the world works, the nature of problems, their causes, who is responsible, and how they need to be solved. At this stage causal theories and supporting evidence are presented as unproblematic. In presenting these ideas the learners are asked to participate in

thinking through the arguments and evidence as the lecture narrative unfolds. One example is a lecture on land use that introduces the concepts of public and private goods, and presents evidence supporting the dominant narrative that increased privatization and improved

property rights leads to improved environmental quality. The learners are asked if they agree with the conclusions reached and whether they see any problems in making these claims. While some learners may question some of the technical details of the argument, they rarely challenge the overriding premise and conclusions that follow. In the second part, the topic is unexpectedly reframed by presenting another body of evidence

that operates outside of the problem frame just given, usually by exploring the same problem in a totally different context. It is important that the new evidence does not just challenge the technical analyses of the problem, but calls into question the appropriateness of the taken-for granted assumptions underlying the dominant narrative. In the example of the lecture on land use, after the learners have agreed to the validity of the *universal* nature of the conclusions reached, a case study of East African pastoralists is presented in which the introduction of private property actually resulted in increased environmental degradation and famine.

Through these cognitive experiences of reaching firm conclusions then being confronted with an alternative narrative frame leading to a critical awareness of the limits of those conclusions, learners begin to reflect not only on the

substance of the issues, but also on their habit of uncritically framing problems and responses. In the third part of the lecture, the importance of understanding the context-dependent nature of problems and responses is discussed. It is not that the second narrative frame is ‘correct’ and the first narrative frame is ‘wrong’, rather, the emphasis is on debunking the myth that sustainability and sustainability solutions are one-size-fits-all. Thus we emphasize the importance of reflective practice, questioning taken-for-granted assumptions, and crafting context-specific responses. To facilitate this, the historical specificity of the philosophical and theoretical origins of many of the now-taken-for-granted assumptions underlying our worldviews are discussed (e.g. Locke’s ideas on private property situated in the biographical and historical movements of his time). Through our experience with this approach, we have learnt that challenging basic deeply held assumptions of learners can be a disorienting experience for them. Midway through the module some learners have reported feeling frustrated and depressed by the lack of clear answers on issues they feel deeply about. However, by the end of the programme most learners reflect on the experience as being positive, and many as being transformative. Learners consistently report that this approach challenged their thinking and assumptions, enabled them to develop their own viewpoints, and fundamentally altered their perspectives.

Conclusion:

After all mentioned things previously we can conclude that reflective method contains how those teacher who want to be professional in teaching reflect their own style , experience and their critical thinking in teaching to develop and shed a light on the attitude and awareness of both teachers and learners and to improve their level in both teaching and learning. Reflective teaching may face many difficulties and it is not easy at all since it depends on writing notes and making recordings and that may waste a big amount of time , but the teacher at the same time will have a good amount of analysis and professional growth. It is important to mention that reflective teaching indicates that the teacher experience is not enough , there is a need for more appropriate method or approach for the teacher and process and there is an area of knowledge that need to be clear to know how can the teacher will do his best in the educational process .

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