

The Impact of Using an Orientation Program Based on English Teachers' Self-Assessment and Reflection on Students' Learning Behaviors from the Teachers' Perspectives

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ABSTRACT

This study investigated the impact of using an orientation program based on English language teachers' self-assessment and reflection on students' learning behaviors from the teachers' perspectives. The subjects of the study were 26 English language teachers. The researcher designed a questionnaire consists of nine categories related to students' learning behaviors. The results revealed that there was an effect of English teachers' use of the orientation program on the enhancement of students' learning behaviors. The researcher recommended more educational researches to be conducted on teachers' self-assessment and reflection techniques. Also, to employ the proposed orientation program and similar ones based on teachers' self-assessment, reflection in training, and preparing pre-service as well as in-service English teachers.

Keywords: Self-assessment, Self-reflection, students' learning behaviors, the orientation program.

Introduction

In a knowledge based society, teachers are expected to engage in continuous professional development from the beginning to the end of their careers to remain competitive and employable.

Good teachers are needed for efficient functioning of educational systems and for enhancing the quality of learning. Research supports the notion that a good teacher and practices employed on his/her part in the class have a vital role in provoking one's effectiveness and efficient learning on the students' part (Markly, 2004). English teachers come to realize that each teacher learns in his/her own way and there is no one thorough formula for teaching or learning. Teachers' self-assessment and reflection techniques may help teachers to know their actual instructional practices that are applied in their classes which, in turn, will motivate their success and effectiveness.

The basic idea about self-assessment and reflection is that teachers may learn about their students' learning behaviors by observing and understanding what is happening in their own classrooms, reflecting on it, assessing themselves and trying something slightly different (Yu, Chi, & Chang 2013).

This research may have the potential to demonstrate the relationship between self-assessment and reflection on the one hand and the enhancement of students' learning behaviors on the other hand.

Self assessment and reflection

Reflective thinking involves numerous stages involving first being in a status of doubt or encountering difficulties of mind where thinking arises and ,with an act of inquiry, moving to seek ways to address the doubt by referring to information (Dewey, 1933). Atkins and Murphy (1993) described reflection as possibly arising from one's perception of mental and emotional disturbance; they ensured the idea that in process, one can analyze relative elements in specific situations and one's fundamental assumptions in practice, identifying existing knowledge, and exploring alternative practices. Self-inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine to a level where their actions are guided by reflection and critical thinking (Richards, 1990).

It was indicated by Farrell (2007) that the use of reflective practice in teacher professional development is based on the

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belief that teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences. The idea that teachers should collect data about their teaching, examine their attitudes, beliefs, assumptions, teaching practices, and use the information obtained as a basis for critical reflection about teaching was emphasized by Richards and Lockhart (1994).

According to Esav (2013), an effective teacher education program prepares aspirant teachers to seek higher knowledge through continuous self-reflection and research. Scales (2008) considered that reflection is not an end in itself but the starting point of becoming a reflective practitioner. He added that the use of reflection in teacher education needs to be carefully and strategically planned. The most common methods used to assist the development of critical reflective practice in the teacher education context include reflective journaling, portfolios, mind mapping, storyboarding, scenario-based role-plays micro-teaching or video reflection (Carmela, 2014).

Six advantages of using self-assessment in the language classroom were mentioned by Oskarsson (1989): Promotion of learning, raised level of awareness, improved goal-orientation, expansion of range of assessment, shared assessment burden, and beneficial post-course effects. Kumaravadivelu (2006) indicated that self-assessment is one of the key practices to develop self-awareness in the educational process, and that it is an effective method to promote autonomous learning procedure and meta-cognitive strategies both inside-outside the classroom context. According to Christodoulou (2010), one of the teacher's key competences is his/her ability to assess his/her teaching and reflect upon it. Wallace (1991) considers the professional competence a result of "received" and "experiential knowledge" put in practice and being constantly reflected on.

Farrell (2015) indicated that the reflection technique done by the teacher can be implemented in three phases. Teachers can reflect while they are teaching a lesson (reflection-in-action), after they teach a lesson (reflection-on-action) or before they teach a lesson (reflection-for-action).

Farrell and Lim (2005) examined the beliefs of two experienced language teachers and their instructional practices while teaching grammar and discovered some discrepancy between what the teachers said they did in the classroom and what they actually did. For example, it was observed in the classroom that both adopted a somewhat traditional approach to grammar teaching-teacher-centered, with overt teaching of grammar structures and little integration of grammar into speaking and writing activities although they said that they were communicative language teachers.

Ismail and Sinem (2015) conducted a study where they applied a digital European self-assessment tool for student teachers of foreign languages (the EPOSTL). Sixty student teachers, thirty from the English Language Teaching department and thirty from the German Language Teaching Department participated in the study in the 2012-2013 academic year. They were all third grade students in a four year teacher training program in a leading university in Ankara, Turkey. In the study, student teachers in the ELT and GLT departments used the EPOSTL-based self-assessment checklist to record and reflect on their achievements in the methodology courses such as Teaching Language Skills, and Approaches in Teaching English/German as a Foreign Language. Quantitative data were collected through a self-assessment checklist with 49 statements derived from the methodology section of the EPOSTL as a five -point Likert scale. Also, the qualitative data were collected via face to face interviews with randomly selected student teachers who participated in the research. The data were analyzed with SPSS statistical program version 5. The results showed that the participants found that the use of the EPOSTL was quite interesting and motivating since they had the opportunity to track their progress regularly to enhance their learning situations.

Yu et al. (2013) conducted a study where they engaged themselves in a deliberate and retrospective analysis of the principal investigator's teaching practices. The purpose of their study was to identify possible factors that cause the low performance of non-major students at the university. Through reflection and observation, the researcher identified four major themes regarding his instructional practices including; ignorance of students' problems in pronunciation, the ways he teaches non-major EFL learners, the way he assesses their performance and his requirements for the English class of non-majors' English performance.

Christodoulou (2010) conducted a study where she reflected on her teaching practices using three self-reflective

methods (teaching journal, questionnaire, and observation) to reveal main problems she copes with in her teaching. Some of the problem areas that the research uncovered were disruptive behavior, lack of encouragement on her side and the pupils'. The researcher indicated that her systematic reflection helped her get a deeper insight into her teaching and find some causes for her problems.

Alina and Camelia (2015) designed a study that aimed to identify structural interactions and inter-conditions between reflexive attitude and the development of self- assessment competence. Strategies based on personal reflection were presented within the training program. The target group was formed of students within "Aurel Vlaicu" University. The tools used in the study were questionnaires, attitude scales and marking schemes of inter and self-assessment. The analysis of research results identified certain aspects that facilitate the process of self-assessment competence such as changing the attitudes and negative perceptions of future teachers towards didactic assessment.

Students' learning behaviors

According to MacCallum & Ross (2010), teachers must understand how students learn and develop and they must provide learning opportunities that support a student's intellectual, social, and personal development. Specifically, teachers must understand how students internalize knowledge, acquire skills, develop thinking behaviors, and know how to use instructional strategies that promote student learning. Besides, teachers must be aware understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions.

Li (2016) indicated that a learner would observe personal behaviors with various methods, control and modulate the learning behaviors with such self-observation. Learning behaviors refer to various manifest behaviors of an individual participating in learning and mental activities or mental processes which could be indirectly known (Mitchell, 2011).

Behaviors related to learning are regarded as learning behaviors, such as learning methods, learning attitudes, learning habits, and learning difficulty (Brouwer & Voort, 2014). Learning behaviors include the compound concepts of behavior and emotion which appear positive emotion, such as passion, optimism, curiosity, interests, and present support to learning activities when a student invests in learning. On the contrary, Learning Disaffection appears on a student not investing in learning, being passive, not working hard, giving up easily when facing difficulties, possibly presenting discourage, anxiety, and even cowering in the learning environment (Cor, Dmingo, Brissand & Zwolinski, 2014).

Farrell (2015) stated that most teachers of English to speakers of other languages (TESOL) who engage in reflection become more aware of their practice. Perhaps this greater level of awareness may lead to an 'improved' or 'better' teaching, especially if the reflections lead to some definite conclusions that have direct implications for a teacher's classroom practices which in turn will result in an overall better 'quality' of teaching in the teachers' side and in students' learning behaviors.

In order to highlight students' conception of learning in correlation with their learning approaches, Alina & Camelia (2015) applied the questionnaire "Approach to Learning and Study Skills Inventory" (ALSSI) developed by Entwistle and Ramsden in 1981 to pre-service teachers. Self-assessment in achieving high results is in close connection to students' conceptions of learning. If students get a high score using deep approach or strategic approach then it is likely for them to estimate high performance in that subject. The higher the students' scores in surface approach to learning are the better they will estimate poor results in pedagogical disciplines.

In a study held by van, Jolien, Ritzén, & Pieters (2014), the relation between teachers' behavior and students' engagement was examined. Student engagement is an important precursor for learning. In this study, they used teacher ($n=200$) and student ($n= 2288$) questionnaires to investigate whether perceived interpersonal teacher behavior and teacher beliefs concerning motives for being a teacher, attitudes toward teacher knowledge domains and self-efficacy for teaching are related to self-reported student engagement. Remarkably, there was a relation of almost zero (0.01) between students' age and their engagement.

In a study conducted by Pehmer, Ann-Kathrin, Gröschner, Alexander & Seidel, Tina (2015), they investigated the

effects of a teacher professional development program targeting the effects of productive classroom dialogue on students' perceived situational learning processes and cognitive elaboration strategies. The participants involved 136 students in an intervention group and 90 students in a control group. The results showed that professional development was effective for the intervention group in both dependent variables. Further differential analysis revealed that students with a low self-concept particularly benefited from the treatment, especially for their situational learning processes. The study contributes to systematic research on teacher professional development effectiveness and student learning.

In summary, the previous literature provides clear evidence that self-assessment and reflection help teachers move from a level of being guided mainly by impulse or routine to a level where their actions are guided systematically. In addition, the previous literature review indicates that there is a lack of research regarding the impact of using self-assessment and reflection techniques on the enhancement of students' learning behaviors. Although many researchers examined the relation between teachers' teaching practices and students' learning behaviors, the findings of these studies were inconsistent and further demonstration is still needed.

Statement of the Problem

Over the past few decades, the current state of teaching and learning English as a foreign language in our schools in Jordan has repeatedly been reported as less than desirable (bani Abdo & Mark, 2010). Referring to the literature, school administrators, teacher educators, teacher associations, and teachers who analyze this pervasive problem and seek practical solutions will lead to changes in our schools have consistently referred to the importance of continual learning and professional development of teachers through self-assessment and reflection (Airasian & Gullickson, 1994).

As a result of informal interviews with some English language teachers, it was noticed that there were no wide spread available methods to support the ongoing development of English teachers' effectiveness throughout their career.

It has also been noticed that English teachers are not capable of assessing their students' learning behaviors in their own classes, and that they are not accustomed to self-assessment and reflection practices in their profession. It is possible to say that even though some teachers may pay attention to self-assessment and reflection, most of them do it intuitively and occasionally, which cannot be compared to a thorough, organized and systematic strategy. According to Christodoulou (2010), if a teacher decides to explore his/her teaching practices in detail, firstly, it is necessary to decide what is going to be the subject of his self-reflection, what exactly the teacher is going to reflect on his/her teaching and secondly, the teacher has to choose the way of collecting and analyzing the data about her/his teaching.

Aim and Question of the Study

The Study aims to investigate the impact of using an orientation program based on English teachers' self-assessment and reflection on students' learning behaviors from the teachers' perspectives. More specifically, this study tends to answer the following question: What is the effect of English teachers' use of an orientation program based on self-assessment and reflection on students' learning behaviors from the teachers' perspectives?

Significance of the Study

Even though this strategy of self-assessment and reflection is mentioned frequently in teachers' classes, little empirical research exists to support a relationship between teachers' self-assessment and reflection on one hand and the students' learning behaviors on the other hand.

The theoretical importance of this study refers to the crucial need of figuring out the impact of teachers' self-assessment and reflection on students' learning behaviors. So, research is needed to highlight the steps applied in self-assessment and reflection techniques. It is also needed to emphasize the importance of the implementation of self-assessment and reflection techniques.

The practical significance of this study refers to the fact that not just English teachers in all levels, but also administrators and researchers in the field of education may get use of the results of this study which probably will enhance the process of teaching and learning as well. Also, this study is expected to motivate them to generate more specialized training programs for pre-service and in-service English teachers which may lead to having quality English teachers.

Limitations of the Study

1- The study was restricted to a purposive sample of English teachers (males & females) in a private school “International Pioneers Academy” in the 2nd Directorate of Amman in the second academic semester 2015/2016. Therefore, the study findings might not be generalized for all English teachers or teachers of other subjects.

2- The study findings are limited to the study instrument and the orientation program that were applied to the purposive sample of English teachers in the second semester of the academic year 2015/2016.

Definition of Terms

- Self-assessment: teachers’ evaluation of their own classroom actions, attitudes or performance in words of building deep and meaningful relationships with students and presenting new material (Strong, 2011). In this study, teachers were required to assess their classroom practices by using a self-assessment guide that helped them in collecting evidences, generating ideas to improve their planning for learning, their instructional strategies, their assessing for student learning and their effectiveness as professional teachers.

- Self-reflection: basically becoming aware of teachers’ own acting in a certain educational situation, followed by asking questions about why the teacher chose to act the way he did and consequently trying to find solutions and suggestions for approaching the given situation alternatively (Chriswtodoulou, 2010). In this study, teachers were supposed to reflect on their classroom practices by using a self-reflection guide that provided them with series of activities that served as a basis for reflection. They were supposed to reflect in different ways; descriptively and by using rating scales and charts.

- Students’ learning behaviors: behaviors that learners display when they are using metacognitive strategies in their learning such as; telling the teacher what they do not understand (Mitchell, 2011). According to Cor et al. (2014), learning behaviors include the compound concepts of behavior and emotion which appear positive emotion, such as passion, optimism, curiosity, interests, and present support to learning activities when a student invests in learning. In this study, students’ learning behaviors were analyzed according to the following: classroom procedures, teacher- student and student – student relations, engagement and enjoyment, students’ culture of thinking, knowledge acquisition, knowledge processing, knowledge application and knowledge reflection.

- The Orientation Program: this program consisted of two guides; English teachers’ self-assessment guide and English teachers’ self-reflection one. It depended on raising teachers’ awareness toward what really happens in their classes by using self-assessment and reflection techniques.

Method and Procedures

This study aimed to investigate the impact of an orientation program based on teachers’ self-assessment and reflection on students’ learning behaviors from the teachers’ perspectives. The participants of this study consisted of a purposive sample of 26 primary and secondary English teachers (males & females) in one private school “International Pioneers Academy” during the second semester of the academic year 2015/2016

All participating teachers had a B.A. degree in English Arts and Literature. None of them was involved in a pre-service training. None of them was involved in training courses regarding students’ learning behaviors or teachers’ self-assessment and reflection before and while applying this study. Their practical experience varied between 2-14 years. Sources for collected data consisted of students’ learning behaviors questionnaire.

Study Instrument

The students’ learning behaviors questionnaire was adopted from related studies in the literature review, but mainly based on Silver Strong’s Framework (2011), and it was elaborated by the researcher according to the study aims. The questionnaire consisted of 54 items distributed through 9 categories regarding learning process. It was submitted for the teachers twice; one before the program orientation sessions and one time after it.

Validity and Reliability of the study instrument

Validity of the students' learning behaviors questionnaire was verified through distributing it to a panel of referees that consisted of 6 university professors specialized in teaching English as a foreign language, 4 university professors specialized in Curriculum and Instruction, and 2 English supervisors from the Ministry of Education. Quality of the scale items was evaluated in the light of clarity, comprehensiveness and linguistic validity of the questionnaire items.

Reliability of the instrument was verified by applying it to a pilot sample of (10) participants. Crombach alpha equation was calculated to verify internal consistency for the questionnaire items; it scored (0.86) which is accepted for the purposes of such study (Nunnally and Bernstein, 1994).

The Training Program

The orientation program based on English teachers' self assessment and self- reflection techniques consisted of two guides; English teachers' self- assessment guide and English teachers' self -reflection guide. Teachers were supposed to respond to the items of these two guides after going through orientation sessions with the researcher to get familiar with the parts included in both guides in 6 weeks and to raise their awareness regarding their actual classroom practices by using teachers' self- assessment and reflection techniques. Through this period of time teachers were given the chance to assess their instructional practices and students' learning behaviors and to reflect on them.

English Teachers' self-Assessment Guide

This guide was based on Silver Strong's Framework "The Thoughtful Classroom Teacher Effectiveness Framework". It was modified by the researcher according to the study aims. It aimed at providing teachers with a comprehensive system for assessing, discussing and refining classroom instructional practices to get a high quality teaching act to improve classroom practices. This guide consisted of 9 forms that covered 9 dimensions each of which is followed by instructional indicators related to English teachers' effectiveness.

English Teachers' self-Reflection Guide

This guide was based on the work of Self-reflection Publication of the Nova Scotia Teachers Union for Self-reflection Instruments, 2003. It was modified by the researcher according to the study aims. This guide was provided for the participants after the self -assessment one. It aimed at engaging the participants in a process of self- reflection as a part of formative evaluation to enhance their instructional practices in specific and to direct themselves as professional English language teachers. This guide consisted of five parts with subcategories in each one: personal qualities for an effective English teacher, planning for learning, instructional strategies, assessing students' learning and professional self.

Participants were provided with a series of activities that served as a basis for reflection. They were supposed to reflect on their instructional practices descriptively and by using rating scales and charts. Participants were supposed reflect on their practices in their classes for four weeks.

Validity of the Training Program

The validity of the program was established as follows: after adapting the program according to the aims of the study, the researcher delivered it to a jury of referees that consisted of 6 university professors specialized in teaching English as a foreign language, 4 university professors specialized in Curriculum and Instruction and 2 English supervisors from the Ministry of Education. The program then was modified according to the jury's comments and notes, and then the researcher received a consensus from the jury that the program is valid.

Procedures

After receiving the needed approvals for launching the study from the (IPA) and the participants, teachers were asked to follow up their students' learning behaviors for two weeks then they were exposed to 8 orientation sessions, two hours for each, with the researcher regarding self-assessment and reflection techniques. Teachers then were asked to apply these strategies of self-assessment and reflection. Then, they were asked to re- follow their students' learning behaviors in a period of two weeks (14 classes). They were asked to respond to the questionnaire related to their students' learning behaviors twice; before the program orientation sessions and after it.

The study design was a quasi-experimental one that investigated the impact of an independent variable (using the

training program based on English language teachers’ self-assessment and reflection) on one dependent variable: the students’ learning behaviors from the teachers’ perspectives.

A t-test for paired samples was used to calculate the significance level for students’ learning behaviors pre and post the orientation program. Also descriptive statistics, such as means and standard deviations were used to answer the question of the study.

Findings of the Study

To answer the question of the study, teachers were asked to state down their students’ learning behaviors for two weeks on a pre-constructed questionnaire before program orientation sessions. Then, the teachers were asked to re-follow their students’ learning behaviors through two weeks after the program orientation sessions. Means and standard deviations for students’ learning behaviors in Pre- and post program orientation sessions were calculated. The results were demonstrated in Table (1) below.

Table (1) Means, Standard Deviations for the Paired sampled categories in Pre- and post program Orientation sessions for Students’ learning Behaviors from the Teachers’ Perspectives

category	N	Pre- program		Post- program	
		Mean	Std	Mean	Std
Organization ,Rules ,and Procedures	26	2.84	.46	3.41	.32
Positive relationships	26	2.91	.53	3.30	.31
Engagement and Enjoyment	26	2.81	.65	3.38	.40
A culture of Thinking and Learning	26	2.53	.71	3.06	.55
Knowledge Anticipation	26	2.92	.51	3.15	.50
Knowledge Acquisition	26	2.95	.61	3.17	.49
Practicing and Processing New Knowledge	26	2.56	.64	2.98	.59
Knowledge Application	26	2.64	.78	2.96	.56
Reflecting on New knowledge	26	2.80	.77	3.19	.52

Table (1) shows that there was an explicit difference in the means of students’ learning behaviors regarding before program application and after it in the nine categories of students’ learning behaviors.

Besides, the researcher applied t-test for paired samples at the significance level ($\alpha=0.05$) to test the differences in the mean scores of the students’ learning behaviors attributed to the use of the orientation program. The results were shown in Table (2) below.

Table (2) T-test and significance (2-tailed) for Paired samples of the nine categories

category	Mean	Std	Std,Error Mean	t-test	df	Sig.(2-tailed)
Organization ,Rules ,and Procedures	-.56	.40	.079	-7.12	25	.000
Positive relationships	-.39	.47	.093	-4.26	25	.000
Engagement and Enjoyment	-.56	.53	.105	-5.41	25	.000
A culture of Thinking and Learning	-.53	.48	.095	-5.55	25	.000
Knowledge Anticipation	-.23	.40	.078	-2.92	25	.007
Knowledge Acquisition	-.22	.32	.063	-3.54	25	.002
Practicing and Processing New Knowledge	-.41	.59	.116	-3.58	25	.001
Knowledge Application	-.32	.71	.140	-2.27	25	.032
Reflecting on New knowledge	-.39	.63	.124	-3.18	25	.004

Table (2) above shows that there was a statistically significant difference at ($\alpha=0.05$) in the mean scores of the students' learning behaviors. The significant level for each value of (t) was less than (0.05) in each category. These values were statistically significant which indicated that there was an effect of English teachers' use of the orientation program on the enhancement of students' learning behaviors.

The overall means and standard deviations for students' learning behaviors in pre and post program orientation sessions were calculated. Besides, the researcher applied t-test for paired samples at the significance level ($\alpha=0.05$) to find out the level for the difference in the overall means of students' learning behaviors before applying the program and after it. The results were proposed in Table (3) below.

Table (3) Overall Means, Standard Deviations, t-test values and the significance level for students' learning behaviors in pre and post program orientation sessions

Dependent variable		N	Mean	Std	t-test	df	Sig.
Students' learning behavior	Pre- prog.	26	2.77	0.84	-6.73	25	.000
	Post-prog.	26	3.18	0.67			

Table (3) shows that there was an explicit difference in the overall means of students' learning behaviors in favor of post program application. The overall mean for the pre program application was (2.77) with a standard deviation of (0.84) while the mean scored (3.18) with a standard deviation of (0.38) in the post one.

Table (3) above also shows that there was a statistically significant difference at ($\alpha=0.05$) in the overall mean scores in favor of post program application. the overall level of significance scored (.000) at ($\alpha=0.05$) with a t- test value (6.73) .This value was statistically significant which indicated that there was an effect of English teachers' use of the orientation program on the enhancement of students' learning behaviors .

Discussion of the Findings

The present study was conducted to examine whether a relation exists between teachers' systematic use of self-assessment and reflection techniques and the enhancement of their students' learning behaviors.

The findings revealed that there was a statistically significant difference at ($\alpha= 0.05$) in the means of the nine categories related to the students' learning behaviors for the post application of the orientation program. This indicates that raising teachers' awareness toward students' learning behaviors by using the self-assessment and reflection program influenced students' learning behaviors positively. According to Van et al. (2014), there is a significant effect of a teacher professional development program targeting the effects of raising teachers' instructional awareness on students' perceived situational learning processes and cognitive elaboration strategies.

It was also noticed from the results that the means of students' learning behaviors regarding teachers' techniques in classroom organization and stating their rules and class procedures changed in favor of post application of the program .This relation between teachers' being aware of students' learning behaviors through self - assessing their classes and reflecting on their organization procedures was shown in students' showing more respect for the classroom environment , following classroom procedures, making good use of their time, knowing what to do and taking responsibility of their own learning. According to Carolyn & Carol (2006), effective teaching and learning cannot take place in a poorly managed classroom. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. If the teacher is ineffective, students under that teacher's tutelage will achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement. Current research indicates that students in classes of teachers classified as most effective can be expected to gain about 52 percentile points in their achievement over a year's time. Students in classes of teachers classified as least effective can be expected to gain only about 14 percentile points over a year's time. The effective teacher performs many functions that can be organized into three major roles one of them is making effective use of classroom management

techniques (Marzano, Pickering, & Pollock, 2001)

Furthermore, the results showed that there was an evident relation between raising teachers' awareness regarding their positive relationships inside the classroom through the self-assessment and reflection program and students positive relationships on the other hand. Students tended to be more respectful of each other and with the teacher. They tended to participate more in whole-class and small- group discussions. Positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Baker, Grant & Marlock, 2008). Teachers who support students in the learning environment can positively impact their social and academic outcome, which is important for the long-term trajectory of school and eventually employment (O'Connor, Dearing & Collins, 2011). According to Hamre & Pianta (2001), positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity. Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development. This includes relationships with peers, and developing self-esteem and self-concept. Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations.

The findings also revealed that the means of students' engagement and enjoyment differed in favor of the post program orientation sessions which indicate that there is an effect of English teachers' use of the program on the enhancement of students' engagement and enjoyment behaviors inside the classroom. According to Van et al (2014), perceived interpersonal teacher behavior and teacher beliefs concerning motives for being a teacher, attitudes toward teacher knowledge domains and self-efficacy for teaching are related to self-reported student engagement. According to the teachers, students became more energetic and enthusiastic; they started to display more effort in expressing their own interests, ideas and insights. Besides students started to enjoy themselves more in the classroom and they became more motivated.

The findings also indicated that students' thinking and learning behaviors were enhanced in favor of post orientation program. Students started to concentrate more on showing curiosity and critical thinking. Besides they started to raise more meaningful questions during the class. The results of critical thinking studies show that educational critical thinking must be parallel to achieve educational goals (Ozkan-akan, 2003). Some studies suggested that some of the teachers lacked critical thinking practices due to deficiency of critical thinking awareness provided for them in their pre- service training programs. (Al-Qahtani, 1995). Ozkan-Akan (2003), asserted that teachers' perceptions affect the enhancement of students' critical thinking behaviors either positively or negatively in classroom environment.

The results also showed that students' learning behaviors regarding knowledge anticipation were enhanced. This enhancement could be referred to the program that relied on increasing teachers' awareness regarding students' knowledge anticipation by using self-assessment and reflection techniques. There was an evident relation between raising teachers' awareness regarding students' knowledge anticipation and students' preparation for new learning. Students' showed clear behaviors in restating their own goals in their own words , asking questions about these learning goals, knowing what they have to produce and what is expected from them. Students became more successful in calling up their prior knowledge and linking it with the new one.

Besides, the findings of the study revealed that students' acquisition learning behaviors differed in favor of the post orientation sessions of the self-assessment and reflection program .it could be referred to program impact. After the teachers' being more aware of learning behaviors regarding presenting the new language through self assessing their instructional practices and reflecting on them ,the students tended to process the new content more actively, they became more able to identify big ideas. Also they could communicate about their learning with each other by raising their own questions. Besides, students tended to be more able to summarize what they have learned and make more connections to the real world.

As for deepening learning, the results revealed that students' practicing and processing the new knowledge was enhanced in favor of post applying the self assessment and reflection techniques through the orientation program. This enhancement could be referred to the impact of the program on teachers' awareness of strategies that can be used in the

deepening learning phase. Students were more able to distinguish between what they know, don't know and what they need to know. Also they tended to use writing and thinking strategies while practicing and rehearsing. Besides they became more able in discussing their ideas and giving explanations.

As for applying learning, it was noticed from the results that students' knowledge application behaviors differed in favor of post applying the orientation sessions program. This shows that there is a clear relation between raising teachers' awareness through the self-assessment and reflection program toward what happens in their classes and students knowledge anticipation learning behaviors. Students tended to be more able of presenting and explaining their work. They started to present and explain their work more freely. Besides, they started to be pride of their work with more incorporated feedback into their revision.

Moreover, the findings demonstrated that students' reflecting on new knowledge behaviors got enhanced in favor of the post orientation sessions of the self-assessment and reflection program. This enhancement could be referred to the impact of the applied program. After the teachers' being more aware of learning behaviors regarding reflecting on learning through self assessing their instructional practices and reflecting on them, students tended to ask more questions ,make more meaningful connections and generalizations , talk about their own learning. They became more able in comparing their performance with previous performances.

Conclusion and Recommendations

These findings lead to the conclusion that students' learning behaviors were empowered by engaging teachers in a self-assessment and reflection program that tended to highlight teachers' actual practices inside their classes. The program was responsible for raising teachers' awareness regarding teaching process and students' learning behaviors which resulted in better quality of teaching in teaching side and in students' learning behaviors. Based on the findings of the study, the researcher made the following recommendations:

- Conducting more educational research on teachers' self-assessment and reflection techniques, to compare the effects of self-assessment, peer- assessment and supervisors' assessment on the enhancement of teachers' instructional practices.
- Employing the proposed orientation program and similar ones in training and preparing pre-service and in-service English teachers. Such training programs should be aligned with the curriculum and teachers' actual work experiences which in turn will enhance their understanding of students' learning behaviors.

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أثر برنامج توجيهي لمعلمي اللغة الإنجليزية مستند إلى التقييم الذاتي والتفكير التأملي لدى المعلم في تنمية سلوكيات التعلّم لدى الطلبة من وجهة نظر المعلمين

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ملخص

هدفت الدراسة الحالية إلى استقصاء أثر برنامج توجيهي لمعلمي اللغة الإنجليزية مستند إلى التقييم الذاتي و التفكير التأملي لدى المعلم في تنمية سلوكيات التعلّم لدى الطلبة من وجهة نظر المعلمين. تكونت عينة الدراسة من 26 معلماً ومعلمة للمراحل المختلفة في مدارس أكاديمية الرواد الدولية. قامت الباحثة باستخدام مقياس لقياس سلوكيات التعلّم لدى الطلبة ، كما قامت بإعداد برنامج توجيهي مستند إلى التقييم الذاتي والتفكير التأملي للمعلم وكذلك الجلسات التوجيهية وجميع متطلباتها. أظهرت النتائج وجود أثر للبرنامج على تنمية سلوكيات التعلّم لدى الطلبة. في ضوء نتائج الدراسة، أوصت الباحثة باعتماد البرنامج المعدّ في دورات تدريب وإعداد المعلمين في مرحلتها ما قبل و في أثناء الخدمة، كما أوصت الباحثة بإجراء المزيد من البحوث التربوية حول التقييم الذاتي للمعلمين و التفكير التأملي.

الكلمات الدالة: التقييم الذاتي، التفكير التأملي، سلوكيات التعلّم لدى الطلبة، البرنامج التوجيهي.

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