

The Impact of Reflective Teaching Model on Enhancing Pre-service Teachers' critical Reflection, Self-efficacy, and Democratic Values

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Abstract

Reflective teaching is a significant element in student teachers' initial training programme. It has also been widely acknowledged by many researchers as an approach that could promote teachers' professional development and improves the quality of teaching and learning. Jacobs, Vakalisa and Gawe (2011) contend that reflective teaching offers teachers the opportunity to renew their practice and to understand the effects of their teaching. Hence the main purpose of this study is to explore the impact of reflective teaching model-based intervention program on enhancing critical reflection, self-efficacy and democratic values among EFL pre-service teachers. To this aim, 40 homogenous pre-service EFL teachers were chosen and divided into two experimental groups. Whereas the first experimental group benefitted from Korthagen (2004) onion model of reflection, the second group benefitted from reviewing the teaching methods. The researcher hypothesized that having familiarity with teaching methods doesn't necessarily develop reflectivity among EFL teachers. Therefore, the teachers in the first experimental group in this study benefitted from Korthagen's onion model of reflectivity, while the teachers in the second experimental group, exclusively had general review of the teaching methods targeted in this study. The results indicated that developing reflectivity among pre-service teachers can have intrinsic effect on critical reflection, self-efficacy and democratic values on the first experimental group while has any effects on the second group. In total the findings indicated that reflective teaching model within the onion model intervention increased EFL teachers' awareness towards critical reflection, self-efficacy and democratic values.

Keywords: critical reflection, self-efficacy, democratic values, reflective teaching

INTRODUCTION

Reflective teaching is one of the important processes in education since it helps teachers and learners development in many ways like problem solving and decision-making processes and it fosters critical-thinking abilities. Reflective teaching is an innovative

approach in teaching; it is a valuable approach in which teachers use their intuitions and experiences to observe their performance, evaluate themselves, criticize their practices and accept other criticism open mindedly. It helps them to progress and develop their teaching performance. Therefore, reflective teaching is a useful process which leads to teachers' professional growth.

Reflective teaching informs you that you are in charge of your teaching/learning and that you have a major contribution to make towards its success. This is why your behavior must not be taken for granted as it needs to be continuously evaluated to let your practice and experiences be meaningful. To you the teacher, reflective teaching is a deliberate move to allow you think critically of your teaching practice so that your students can maximize their learning. Thus, through a change oriented activity, you contribute highly to your professional development. Richards (1990) argues that experience alone is insufficient for professional growth, but experience coupled with reflection is a powerful impetus for teacher development.

However, applying the reflective teaching model to promote three variables of critical reflection, self-efficacy and democratic values has received little attention in EFL context. To bridge this gap, this study is an attempt to see how perceptions of the teacher within reflective teaching model is associated with critical reflection, self-efficacy and democratic values. Hence the main purpose of this study is to explore the impact of reflective teaching model intervention program on enhancing critical reflection, self-efficacy and democratic values among EFL pre-service teachers.

LITERATURE REVIEW

Reflective Teaching

Teachers may start a process of reflection in different situations; they may concentrate to reflect on a specific problem in the class or to investigate on their teaching effectiveness on a specific point. In any cases, by applying reflective teaching they may decide to do something alternatively and dynamically. Influential teachers' pay attention to the problems they encounter in the classroom to find an appropriate solution. This re-evaluation impacts their view about 'Why', 'what' and 'how' to teach and finally leads to significant changes and developments in teaching experiences (Goldstein, 2008; Wood & Bennett, 2000).

Richards (1990) argues that reflective teaching is a move beyond the ordinary to a higher level of awareness of how teaching and take place. This demands that you and your students be involved in a process of self-observation and self-evaluation. Thus, you and your students must gather information on your practice and experiences. This information is organized, analyzed and interpreted to identify what beliefs, assumptions and values are attached to your practices and experiences.

Reflective teaching emphasized the importance of classroom research (McKay, 2005). Based on McKay study, this type of research helped teachers deal with problems they faced in the classroom. It helped them evaluate their classroom experience and come up with solutions that work in context of their classroom. Marsh (2007) found out that

university teachers' scores on teaching style are generally stable over time with a slight but noticeable negative trend. This may show lack of reflective approach among in-service and experienced teacher. Hagen, Loughran and Russell (2006, cited in Yanping & Jie, 2009) declare that one effective method for developing reflective teaching among in-service teachers can be encouraging them to work together on reflection. This study also showed that more experienced teachers appear to want less intervention in their teaching.

One study that considered the effect of reflective teaching on pre-service teachers and teaching development was that of Sharifi and Abdolmanafi Rokini (2014). They proved that "collaboration is a vital ingredient for reflective courses" (p. 57) while teachers can reflect on their peers and evaluate and judge each other in order to improve themselves. In addition, this study in line with Zeichner and Liston (1987) emphasized on the self-awareness as an important element in becoming a reflective teacher. They highlighted the necessity of self-awareness in pre-service teachers toward their own actions and toward their peers as well.

In another study by Jadidi and Keshavarz (2013), the researchers tried to find the relationship between Iranian EFL teachers' reflection practice and strategy-based instruction. The finding of this study revealed that there was a high positive relation between the two variables. It also showed that Iranian EFL teachers are aware of the crucial role of their reflection; they realized that by being a reflective teacher they can significantly improve their teaching.

Critical reflection

The definition of critical reflection in the literature on teachers' professional development is based on the work of John Dewey (e.g. Liu, 2015; Moon, 2004; Rodgers, 2002; Van Manen, 1995). Reflective thought, according to Dewey (1933 in Liu, 2015, p. 138), denotes 'active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it tends.' At its core lies the idea of systematically and rigorously examining an idea, an experience, a problem, with an attitude of open-mindedness, wholeheartedness, curiosity, and responsibility (Dewey, 1933 in Rodgers, 2002). Since then, authors have defined reflection in a variety of ways, a good example of a single composite definition from different sources is the one by Tripp and Rich (2012, p. 678) who consider reflection 'as a self-critical, investigative process wherein teachers consider the effect of their pedagogical decisions on their situated practice with the aim of improving those practices'.

In relation to thinking, Dewey (1933) describes critical reflection as problem solving or investigation brought about by a moment of doubt. Critical reflection could be thought of as a process of "*thinking about the conditions for what one is doing and the affects*" (Steier 1991, p. 2). Critical reflection is perceived to be of value for surfacing the influences on, and effects of, thinking and behavior (Birch & Miller, 2000). In psychology, Mezirow (1981) suggests reflection can be a point of access and assessment to preconceptions. Critical reflection is also held as a way of examining our own

subjective thoughts about who we are, our identities, beliefs and so on (Wilson, 2002). Self-reflection is not only associated with understanding self, it is perceived as being central to the therapeutic action of psychoanalysis (Lewis, 2000).

In the context of education, critical thinking has been perceived as a way of improving professional practice rather than simply recreating professional knowledge (Barnett, 1994). Kolb's (1984) well-known model of the learning process posits reflection as a step-wise process within a cycle of learning which also includes planning, action and evaluation. In this particular model, reflection is perceived as being part of learning rather than outside or independent of it. Kolb's conception serves to extend learning beyond reproducing received knowledge. However, because this conception positions reflection within learning, it could mean that student reflection is limited to personal actions, rather than a more holistic critique of reflection on learning, teaching or reflectivity itself (Bleakley, 1999).

Self-efficacy

Self-efficacy is a social-psychological construct and refers to 'people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances' (Bandura, 1986, p. 391). These judgments, which are affected by a person's previous successes and failures, messages that other people communicate, successes and failures of others and successes and failures of a group as a whole, are central and pervasive to human action since they have the power to determine people's choices, goals, effort, and persistence (Bandura, 1989; Bandura, 1995; Ormrod, 2006).

A growing body of research shows that teachers' sense of efficacy is connected to their commitment to teaching (Coladarci, 1992), their attitudes towards using innovative instructional strategies (Swars, 2005; Eslami & Fatahi, 2008), students' academic achievement (Ashton & Webb, 1986; Caprara et al, 2006; Tella, 2008), and motivation (Guskey & Passaro, 1994). In addition, it has also been found to be related to teachers' behaviour in the classroom, their attitudes to teaching, stress and burn-out and their willingness to implement innovation (Tschannen-Moran et al., 1998). Similarly, the literature shows that teacher effectiveness is supported by democratic values and beliefs of teachers (see Shechtman, 2002).

Scholars have explored interconnections between reflective teaching and teacher self-efficacy. Regarding contributions of reflection to self-efficacy, Stallions, Murrill, and Earp (2012) found that reflection about unexpected challenges and crises at early career stages can help teachers develop a high sense of professional efficacy. Efficacy beliefs and self-confidence can also improve through teacher reflection facilitated by guided practices (Yeh, 2006), learning community behaviors (Kennedy & Smith, 2013), microteaching (Donnelly & Fitzmaurice, 2011), mentoring, peer coaching, and self-study (Sibbald, 2008). Finally, Milner and Woolfolk Hoy (2003) found that their research participant attributed her being stereotyped and isolated by her colleagues to her achievements (e.g., having a PhD). This kind of reflection on her mastery experiences helped her to not only guard against negative effects of how she was treated but also

improve her self-efficacy perceptions, a finding which has been theoretically argued for by Bandura (1997).

Democratic Values

Values are defined as descriptive trans-situational goals that serve as guiding principles in people's lives (Shechtman, 2002). Value is a distinctively intellectual and desirable action which involves an operation of comparing and judging that guides behaviors (Dewey, 1944; Halstead & Taylor, 2002). Values are an individual's mental judgment and represent many things such as the person's belief in God, democracy and so on (Simadi & Kamali, 2004). According to Jahorik (1978, p. 668), "a value can be thought of as something which is good or desirable or preferable". There are several definitions of value, defining it as mental and emotional judgment which represent an individual's aims in life, attitudes and interests on the abstract level. In the educational context, "Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon or behaviors" (Gronlund, 1995, p. 104). A value is mostly permanent and difficult to change. It affects one's way of thinking and behaviors and can be measured in various ways.

According to Büyükdüvenci (1990), Levin (1998), Öhrn (2001), Kincal and Işık (2003) and Puolimatka (as cited in Worsfold, 1997), the concept of democratic values includes individual freedom, right, justice, caring, equality, respect for life, role of authority, questioning, dialogue, tolerance, diversity, divergent views, active participation, solidarity, ability to make contributions in support of others, sovereignty of mind, integrity, responsibility, dignity, truth, liberty, honesty, searching well, cooperation, self-confidence, sensitivity, acceptance of differences, security, peace, development, perfection and effectiveness. It is clear that the content of the concept of democratic values is very extensive.

Education is a vital component of any society, but especially of a democracy. The aim of democratic education is to produce independent, questioning, analytical and critical citizens through teaching the principles and practices of democracy, encouraging them to challenge conventional thinking with careful reading and research findings. Kincal and Işık (2003) refer to lifelong learning, the active participation of stake holders of education (students, parents and other related people) in the schooling process, controlling and monitoring the change and improvement within the process of education, localization of education as the components of democratic education (see also Kepenekçi, 2003). Establishing democracy mostly depends on the understanding, skills and attitudes of people which would be the primary responsibility of education. Education is not the only source for establishing a democratic culture; family, media and other institutions contribute to this process as well. However, schools have the essential role in this process as they maintain structured and formal educational programs (Doğanay, 1997).

Korthagen's (2004) Onion Model

It is an adaptation of Bateson's model (Dilts, 1990). It shows that there are various levels in people that can be influenced. This model takes its name from its shape. There

are circles within each circle from the center to the outside which looks just like an onion cut in half from the middle. It describes different levels on which reflection can take place. The layers of the onion model from the outside to the center are environment, behavior, competence, belief, identity and mission. These levels are depicted symbolically as six layers of an onion, forming Korthagen's model of change (see Figure 1).

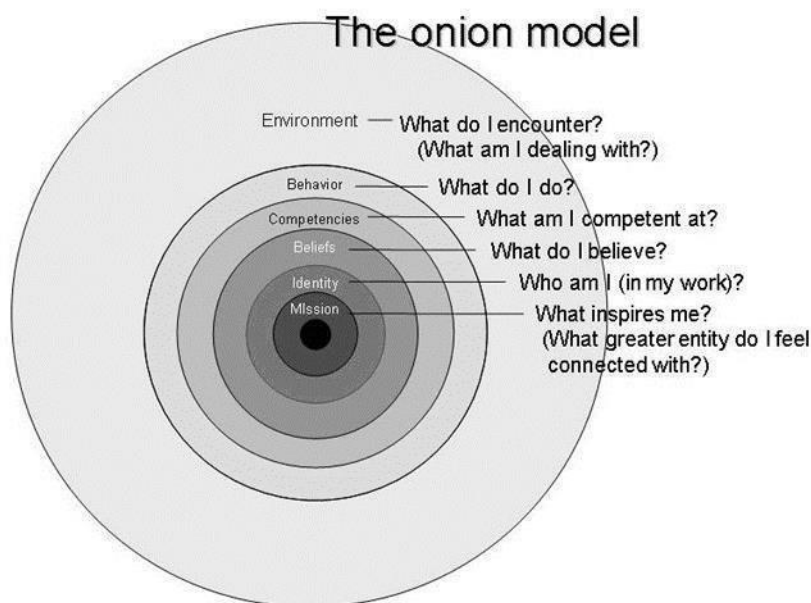


Figure 1. Korthagen's (2004) onion model of reflectivity

Environment: This layer refers to the setting the teacher faces, for example, the pupils, the classroom as a whole, the school culture with its implicit and explicit norms, and so forth (Carr et al. 1998). **Behavior:** This refers to what the teacher does in relation to the environment. The environment can influence a teacher's behavior (a difficult class may trigger very different reactions from the teacher than a friendly one) and through behavior, one can develop the competency also to use in other circumstances (Taylor 1987). **Competencies:** This layer relates to *knowledge and skills*, and involves what the teacher is competent at doing. As a teacher, however hard you work at your competencies, it is your personal qualities that color the way you behave in your profession. Hamachek (1999, p. 209) puts it this way: "Consciously, we teach what we know; unconsciously, we teach who we are." **Beliefs:** This layer refers to assumptions or beliefs about the situation and environment, which are often unconscious. According to Pehkonen and Pietilä (2003), a belief is a kind of knowledge that is subjective and experience-based. Raymond (1997) defined the term belief as a personal judgment formed from experiences. **Identity:** This layer refers to teachers' assumptions or beliefs about themselves, their self-concepts, and the professional roles they see for themselves (Gee, 2001). **Mission:** This layer is about what inspires the teacher, what gives meaning and significance to his or her work or life. The level of mission is about 'the experience of being part of meaningful wholes and in harmony with super individual units such as family, social group, culture and cosmic order' (Boucoulalas, 1988, pp. 57–58).

METHOD

Participants

The participants in this study were 40 graduated pre-service teachers and they had BA degree in ELT teaching job at Odaba English language institute in Tehran, Iran. All of them have no teaching experienced and they are all within the age range of 20-34. The researcher assigned the participants randomly into two experimental groups, each including 20 participants.

Instruments

Teacher trainees' Critical Reflection Questionnaire (Selvi, 2006) was used to measure degrees of critical state scale of the participants in this study. The questionnaire is a 5-point Likert scaling questionnaire (1=Strongly Disagree to 5=Strongly Agree), including 16-items. This questionnaire was formed with the four subscales of habitual action, understanding, reflection and critical reflection. The reliability indices for these four subscales are .81, .73, .76 and .78. And the reliability for Critical Reflection Scale Questionnaire is .89.

Moreover Self-efficacy Scale (Topkaya & Yavuz, 2001) was used to assess self-efficacy of participants in this study. The Self-efficacy Questionnaire is a 5 point Likert scaling questionnaire (1=Strongly Disagree to 5=Strongly Agree), including 24-items. The questionnaire was measured by the three subscales of instructional strategies, efficacy for classroom management and efficacy for student engagement. The Cronbach's alpha reliabilities for the instructional strategies, efficacy for classroom management and efficacy for student engagement scales were .79, .77, and .80. And the reliability for Self-efficacy Scale Questionnaire is .85.

Democratic Values Scale Questionnaire (Selvi, 2006) was used to measure degrees of democratic values of the participants in this study. The questionnaire is a 5-point Likert scaling questionnaire (1=Strongly Disagree to 5=Strongly Agree), including 24-items. This questionnaire was formed with the three subscales of right of Education, solidarity and freedom. The reliability indices for these three subscales are .79, .84 and .82. And the reliability for Democratic Values Scale Questionnaire is .91.

Data Collection Procedure

The main purpose of this study is to investigate the impact of reflective teaching model on enhancing critical reflection, self-efficacy and democratic values among EFL pre-service teachers. The participants were divided randomly into two experimental groups, that each including 20 participants. To assess the promotion of EFL teachers' critical reflection, self-efficacy and democratic values, all the participants were asked to complete Critical Reflection Scale (CRS) Questionnaire (Kember, 2004), Self-efficacy Scale (SES) Questionnaire (Topkaya & Yavuz, 2001) and Democratic Values Scale (DVS) Questionnaire (Selvi, 2006). Increasingly, all three questionnaires were administered to both experimental groups two times, at the beginning and after the completion of the instructional intervention. All the participants in the first experimental group benefitted from Korthagen (2004) onion model of reflection, in 10 weekly instructional sessions,

each took 90 minutes while the second group benefitted from reviewing the teaching methods. During instructional intervention, the researcher applied the reflective teacher model in the first experimental group and the second group was not exposed to reflectivity instructional intervention, they just benefited from reviewing teaching methods. After all the instructional classes finished the researcher asked all the participants in both experimental groups to fill the same three questionnaires again in order to achieve the results. Figure 1 displays, the participants in the experimental group benefited from Korthagen's Onion model (2004) framework during the instructional intervention.

Korthagen (2004) analyzes what he calls 'the essence of a good teacher' and develops a much more holistic vision of the teaching profession. In this vision, more justification is done to the layeredness of professional functioning, as expressed by the onion model (Figure 1). The reflection process is often described in terms of a cyclical model. The 'onion model' in Figure 1 shows various *levels* which can influence the way a teacher functions. The idea behind the model is that the inner levels determine the way an individual functions on the outer levels, but that there is also a reverse influence (from outside to inside). There are six levels in this mode which includes: environment, behavior, competencies, beliefs, identity and mission.

Mission and identity: Reflection on the level of mission triggers such issues as 'why' the person decided to become a teacher, or even what he sees as his calling in the world. In essence, this level is concerned with what inspires us, and what gives meaning and significance to our work or our lives (for an elaboration of the issue of the teacher's calling see Hansen, 1995; Palmer, 1998; Korthagen, 2004).

This is a *transpersonal* level, since it involves becoming aware of the meaning of our own existence in the world, and the role we see for ourselves in relation to our fellow man. Whereas the level of identity has to do with how we experience ourselves and our self-concept, the level of mission is about 'the experience of being part of meaningful wholes and in harmony with super individual units such as family, social group, culture and cosmic order' (Boucoulalas, 1988, pp. 57– 58).

Getting in touch with the levels of identity and mission has a very practical significance. For example, a beginning teacher may be so focused on surviving in the classroom that he takes on the role of 'policeman' (identity level). This kind of teacher has quite a different influence on the class from the one who is conscious of the interests and needs of the pupils, and whose actions are sincerely rooted in a pedagogical ideal (on the level of mission). Where the first teacher may 'invite' a power struggle, the second often succeeds in creating an atmosphere of togetherness, so that the pupils also consider it important to work together in a pleasant and productive atmosphere.

Beliefs: Teachers' beliefs are important for understanding and improving educational process. They closely guide language teachers to adopt their teaching strategies for coping with their daily language teaching challenges, influence their general well-being, and in turn, shape language learners' learning environment, their motivation and their language achievement and ability.

There is growing evidence to indicate that teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world, and to their understanding of their place within it.

Then what does teachers' beliefs mean? Firstly we need to make clear of the basic concept: belief. Michael Borg's (2001) defined that —a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior. Most definitions of belief propose that beliefs dispose or guide people's thinking and action. Beliefs play an important role in many aspects of teaching, as well as in life. They are involved in helping individuals make sense of the world, influencing how new information is perceived, and whether it is accepted or rejected. Beliefs color memories with their evaluation and judgment, and serve to frame our understanding of events.

The British educational theorist Pajares (1992) noted that teachers 'beliefs have a greater influence than the teachers' knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice. Teachers 'beliefs are central to determining their actual behavior towards students. If teachers can identify the level of students 'capabilities, they will try to select and adjust their behavior and instructional choice accordingly.

Social constructionists also found that teacher's beliefs were —far more influential than knowledge in determining how individuals organize and define tasks and problems, and were better predictors of how teachers behave in the classroom. They tend to be culturally bound, to be formed early in life and to be resistant to change.|| (Marion Williams et al., 1997) They are closely related to what we think, we know, but provide an affective filter which screens, redefines, distorts, or reshapes subsequent thinking and information processing (Nespor, 1987).

Competencies: When teachers have developed a growth competence, they will be able to go independently through the various phases of the model. Where the development of competencies focuses on one particular (middle) layer of the onion model, in the tapping of 'quality from within', it is the source that comes first: the core of the onion, and the individual's mission and professional identity, as well as their penetration into all other layers. Once the layers have been harmonized, there is an experiencing of flow. As Evelein (2005) states, this leads to the satisfaction of the three basic human psychological needs (the need for autonomy, competence, and relatedness), as defined in the Self-Determination Theory (SDT; Ryan & Deci, 2002). The need for autonomy refers to the need to be in harmony with your own self-awareness (Deci & Ryan, 2000, p. 231; Evelein, 2005, p. 25), which is different from being self-centered or individualistic. What is at stake regarding the need for competence, is the ability to exert influence on your world, the feeling of ability to use one's capabilities and be effective (Ryan & Deci, 2002; Evelein, 2005, p. 23). The need for relatedness refers to having positive relationships with and commitment to others (Ryan & Deci, 2002; Evelein, 2005, p. 24). The SDT shows that the three needs are interdependent: if one of the needs is suppressed, the fulfillment of the others becomes problematic as well.

Behavior: This layer refers to the setting the teacher faces, for example, the pupils, the classroom as a whole, the school culture with its implicit and explicit norms, and so forth. According to the model, only the outer levels (environment and behavior) can be directly observed by others. The outermost levels are environment (the class, the students, the school) and behavior. These are the levels that seem to attract student teachers most since they often focus on problems in their classes, and how to overcome these problems. Traditionally, teachers are encouraged to believe that the learning environment must be orderly and quiet. For some principals, a quiet classroom means effective teaching. With the growing movement toward cooperative learning, however, more teachers are using activities in which students take an active role. Sharing ideas and information with various activities occurring at the same time can make for noisy classrooms. But it would be a mistake to conclude that in such classrooms students are not learning (Carr et al., 1998).

The classroom management and mastering order inside the classroom are the most important factors in educational process and basic requirements. They are considered the basic problems which face the teacher since teachers complain about mastering the order inside the classroom, and it consumes much effort and time, and they are considered as sensitive, important and critical factors for the teacher's success or failure in his tasks.

The concept "classroom order" point to the learner's behavior discipline according to the followed systems and rules which facilitate the process of classroom interaction towards achieving the planned goals (Marei & Mustafa, 2009).

Environment: This refers to what the teacher does in relation to the environment. The environment can influence a teacher's behavior (a difficult class may trigger very different reactions from the teacher than a friendly one) and through behavior, one can develop the competency also to use in other circumstances. An opposite influence, however, also exists, that is, from the inside to the outside. For example, one's behavior may have an impact on the environment (a teacher who praises a child, may influence the child), and one's competencies determine the behavior one is able to reveal.

A teacher who builds positive relationships with students decreases the affective filter, or level of discomfort, in the classroom and students perform better. Teachers who make connections between old and new knowledge and tie both into the real world also have students who perform better.

Glavin (2002) states that the behavioral problems may appear as a result of: inappropriate skills which students learn, choosing inappropriate time for learning, and the restricted learning opportunities offered to students. Teachers do not generally want to give control to their students. They are instructed that the mark of a good teacher is the teacher who controls the class (Taylor 1987). The amount of control that teachers have in the class is often seen by the administration as a measurement of the quality of a teacher. Administrators are usually happy if a teacher never sends a student to the office and interpret this as proof that the teacher is in control and must be doing a good job (Edwards, 1994).

Table 1. Instructional intervention program based on Korthagen's onion model

Environment	Teachers" out of class problems
	Teachers" environmental influences
	Teachers" negative environmental experiences
Behavior	Teachers" survival skills
	Teachers" positive attitudes
	Teachers" negative attitudes
Competency	Teachers" capabilities in-class
	Teachers" incapability in-class
	Teachers" failure reasons
	Teachers" realization time
Belief	Choosing teaching as a profession
	Beliefs about being a teacher
	Belief Reasons
	Teacher Belief Changes
Identity	Teacher Roles
	Teacher Emotions
	Teachers" Other Work Experiences
Mission	Teachers' Institution Preferences Teachers'
	Commitment Rates
	Teachers' Commitment Reasons

The above Table 1 shows the instructional intervention programme based on Korthagen's onion model which the researcher used in this study in the first experimental group.

Table 2. The reviewing of teaching methods instructional intervention.

Methods	Theoretical Foundations	Goals	Learner-Teacher Roles	Typical Activities
<i>Cooperative learning teaching</i>	<ul style="list-style-type: none"> -It gives the opportunity to practice appropriate communication, leadership and conflict management skills. -It adopts a variety teachingcentered activities for effective learning. 	<ul style="list-style-type: none"> -To provide opportunities for learner to develop successful learning and communication strategies. -To enhance learner motivation and reduce learner stress and to create a positive affective climate. 	<ul style="list-style-type: none"> -Teachers teach students social skills so that they can work together more efficiently. -Students should be active, and work hard to collaborate with their peers. 	<ul style="list-style-type: none"> -Direct instruction -Cooperative learning -Inquiry Based Learning

<i>Community Language Learning (CLL)</i>	Whole-person, counseling learning model of education Class members bond as a community Inductive Learning.	-Teachers want their students to learn how to use the target language communicatively -And this objectives can be accomplished in "non-defensive" manner. -CLL is based on "whole-person learning".	-Teacher is a counselor, teacher is a source of information. - Learners progress from dependence to independence.	-Learners initiate desired language in their L1 -Teacher provides translation into the L2 -learners request linguistic rules/information
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<i>Tasked-Based Language Teaching</i>	-It refers to an approach based on the use of tasks as the core unit of planning and instruction in Language teaching. -It is presented as a logical development of Communicative Language Teaching.	-Task involves a primary focus on meaning, real world processes of language and any of four language skills.	-A central role of the teacher is in selecting, adapting, creating the tasks and forming into an instructional sequence related to learners needs, interest and language skill level.	-Game boards -roleplay cards - Use materials for drilling -Pair work tasks They might be used to support 'real life' tasks such as role playing booking into a hotel, or a job interview.
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<i>Content-Based Instruction (CBI) Teaching Approach</i>	-Exposure to comprehensible input(i+1); integrated skillbased activities -Real life, authentic context, intrinsic motivation for critical thinking - Active learner involvement; hands-on experience	-Improved learning because modes of media are used - Immediate feedback -Trainer as coach -Consistent content - Measurability -Customization	-Become autonomous - Support each other -Active interpreters of input -Willing to tolerate uncertainty -Set clear language learning and content learning objectives' scaffolding the language	-Whatever facilitates subject matter of the content course - Comprehensibility and authenticity are both important in CBI - In addition instructional media enriches the context.
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<i>Communicative Language Teaching</i>	-Language is a system for the expression of meaning -The primary function of language is for interaction and communication - The structure of language reflects its functional and communicative - The primary unit of language is not merely its grammatical and structural features.	-The goal of language is communicative competence (the ability to use a language to achieve one's communicative purpose. -The method focuses on the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc.	-Students are communicators. They are actively engage in trying to make themselves understood & in understanding others. -The teachers facilitates the communication in the classroom, and he also acts like an adviser and a guide.	-Information-Gap activities: Students practice a role play -Task completion activities: learners collect information and present in one form. -Opinion sharing activities.

The above table 2 indicates the instructional intervention of teaching methods which the researcher has applied to the participants in the second experimental group.

RESULTS

The Reliabilities of Critical Reflection Scale Questionnaire, Self-efficacy Scale Questionnaire and Democratic Values Scale Questionnaire computed for the instruments of this study.

Table 3. Reliability Statistics for the Instruments of the Study

Instrument	No. of Items	Reliability Method	Cronbach's Alpha
Critical Reflection Scale Questionnaire	16	Cronbach's Alpha	.89
Self-efficacy Scale Questionnaire	24	Cronbach's Alpha	.85
Democratic Values Scale Questionnaire	24	Cronbach's Alpha	.91

Table 3 indicates that no item of the Critical Reflection Scale Questionnaire, Self-efficacy Scale Questionnaire and Democratic Values Scale Questionnaire tests were removed. In fact, the result revealed that the Cronbach's Alpha reliability for critical reflection is .89, for self-efficacy is .85 and for democratic values is .91 respectively.

Table 4. Skewness and Kurtosis Test of Normality for Two groups' Critical Reflection

Variables	Mean	Skewedness	Kurtosis
Habitual action	0.055	-0.320	-0.467
Understanding	0.286	-0.156	-0.512
Reflection	0.065	-0.866	-0.711
Critical Reflection	0.053	0.318	-1/12

The result of table 4 shows that a significant level for all subscales are greater than 0.05 ($p > 0.05$) which indicates that the dispersion of dependent variables at the levels of the groups is homogeneous and similar. According to the default results, homogeneity of variances exists and there is no problem with MANCOVA test. In general, the assumption of homogeneity of variances is confirmed.

Table 5. Levene's Test of Equality of Error Variances of Subscales of Critical Reflection Scores in the Two Groups

Variables	F	Sig.
Habitual action	1.47	.237
Understanding	.455	.506
Reflection	.349	.560
Critical Reflection	.141	.710

As shown in table 5 above, significance level for all subscales were more than the amount 0.05 ($p < 0.05$). It means, the dispersion of dependent variables is homogeneous and similar at the group levels. According to the default results, homogeneity of variances established. Table 6 below shows that the assumption of covariance is met on the pretest.

Table 6. Box's Test of Equality of Covariance Matrices of Critical Reflections

Box's M	19.35
F	1.71
df	10
Sig.	.072

According to Table 6 above, the significance level obtained in the Box's M test and the F value in both models and the MANCOVA test was not significant ($p > 0.05$). The significance level obtained in all models is greater than the value of 0.05, which indicates that the relevant default is confirmed, and it can be said that the matrices of the variance of the obtained covariance are homogeneous in both MANCOVA tests. As table 7 below displays, this table examines the impact of reflective teaching model instructional intervention on four critical reflection subscales. The results of the study of the effect of the Wilkes Lambda test showed that the value of F was 58.48, which at the level of confidence, 99% is significant ($p < 0.01$) that shows that the effects of reflective teaching model instructional intervention at least in one of the components of critical reflection is meaningful.

Table 7. The Effects of Reflective Teaching Model for Subscales of Critical Reflection Scores in the Two Groups

Source	Dependent Variable	Sum of Squares	df	F	Eta	Sig
GROUPS	Habitual action	151.57	1	69.93	<.001	.673
	Understanding	122.63	1	92.36	<.001	.731
	Reflection	67.10	1	54.70	<.001	.617
	Critical reflection	183.97	1	89.16	<.001	.724

Wilks Lambda= .117, Eta= .883, F= 58.48, $p < .001$

The results of the MANCOVA test showed Reflective Teaching Model instructional intervention have a significant effect on each four critical reflection subscales ($p < 0.01$). The significance level obtained for each of the four dependent variables is less than the expected value of 0.01 that shows that the intervention has led to a significant increase in the rate of all components of critical reflection. Comparison of the samples showed the highest effect is related to understanding is equal with .731 and after that related to critical reflection which is equal with .724. As it was stated earlier the purpose of the first research question was to find out if reflective teaching model instructional intervention has a significant effect on enhancing critical reflection among EFL pre-service teachers. To investigate the effect of reflective teaching model intervention program on enhancing critical reflection among EFL teachers, the researchers computed paired t-test data analysis between the data collected from Critical Reflection Scales Questionnaire. Table 8 and 9 below display the results of the descriptive statistics in pretest and posttest, respectively.

Table 8. Descriptive Statistics for Subscales of Critical Reflection Scores in the Two Groups (Pretest)

Variable	Group	N	Mean	SD
Habitual Action	Experimental	20	13.95	3.94
	Control	20	14.50	3.10
Understanding	Experimental	20	14.10	2.29
	Control	20	13.95	1.96
Reflection	Experimental	20	15.40	2.26
	Control	20	16.85	1.79
Critical Reflection	Experimental	20	14	2.73
	Control	20	14.60	2.60

Furthermore, Table 9 below contains the results of descriptive statistics for subscales of critical reflection scores in the post-test.

Table 9. Descriptive Statistics for Subscales of Critical Reflection Scores in the Two Groups (Posttest)

Variable	Group	N	Mean	SD
Habitual action	Experimental	20	17.65	2.37
	Control	20	14.20	3.12
Understanding	Experimental	20	18	1.52
	Control	20	14.30	2.43
Reflection	Experimental	20	18.60	1.79
	Control	20	16.75	1.55
Critical reflection	Experimental	20	18.30	1.38
	Control	20	14.15	2.52

As table 8 and 9 above display, in two stages, pre-test and post-test show that critical reflection in the second group, the average of the components do not have significant difference. Moreover, the Reflective Teaching Model based instructional intervention

has significant effect on four critical reflection subscales in the first experimental group. And critical reflection subscale had higher mean score after completion of the intervention program. The mean score for critical reflection was 57.45 (SD= 5.40) at pre-test whereas it surged to 72.55 (SD= .60) at post-test. Moreover, to investigate the effect on reflective teaching based instructional intervention table 10 below, indicated that the distribution of scores was examined for skewedness and kurtosis of normality of two groups' Self efficacy.

Table 10. Skewness and Kurtosis Test of Normality for Two groups' Self-efficacy

Variables	Mean	Skewedness	Kurtosis
Instructional strategy	0.067	-0.004	- 0.966
Classroom management	0.065	-0.035	-0.902
Student engagement	0.075	0.276	-0.800

The result of table 10 shows a significant level for all subscales are greater than 0.05 ($p > 0.05$) which indicates that the dispersion of dependent variables at the levels of the groups is homogeneous and similar. According to the default results, homogeneity of variances exists and there is no problem with MANCOVA test.

In general, the assumption of homogeneity of variances is confirmed.

Table 11. Levene's Test of Equality of Error Variances of Subscales of Self-efficacy Scores in the Two Groups

Variable	F	Sig.
Instructional strategy	1.80	.192
Classroom management	1.22	.280
Student engagement	.835	.370
Self-efficacy	2.18	.153

As shown in table 11 above, significance level for all subscales were more than the amount 0.05 ($p < 0.05$). It means, the dispersion of dependent variables is homogeneous and similar at the group levels. According to the default results, homogeneity of variances established. Table 12 below shows that the assumption of covariance is met on the pretest.

Table 12. Box's Test of Equality of Covariance Matrices of Self-efficacy

Box's M	.776
F	.233
df	6
Sig.	.873

According to Table 12 above, the significance level obtained in the Box's M test and the F value in both models and the MANCOVA test was not significant ($p > 0.05$). The significance level obtained in all models is greater than the value of 0.05, which indicates that the relevant default is confirmed, and it can be said that the matrices of the variance of the obtained covariance are homogeneous in both MANCOVA tests. As

Table 13 below displays, this table examines the impact of reflective teaching model instructional intervention on three self-efficacy subscales. The results of the study of the effect of the Wilks Lambda test showed that the value of F was 277.55, which at the level of confidence, 99% is significant ($p < 0.01$) that shows that the effects of reflective teaching model instructional intervention at least in one of the components of self-efficacy is meaningful.

Table 13. The Effects of Reflective Teaching Model for Subscales of Self-efficacy Scores in the Two Groups

Source	Dependent Variable	Sum of Squares	df	F	Eta	Sig
GROUP						
	Instructional Strategy	984.37	1	423.23	<.001	.924
	Classroom management	933.21	1	366.61	<.001	.913
	Student engagement	1838.79	1	442.05	<.001	.927
Wilks Lambda = 0/038, Eta= 0/962, F= 227/55, $p < 0/001$						

The results of the MANCOVA test showed Reflective Teaching Model instructional intervention has a significant effect on each three self-efficacy subscales ($p < 0.01$). The significance level obtained for each of the three dependent variables is less than the expected value of 0.01 that shows that the intervention has led to a significant increase in the rate of all components of self-efficacy. Comparison of the samples showed the highest effect is related to student engagement is equal with .927 and after that related to instructional strategy which is equal with .924. As it was stated earlier the purpose of the second research question was to find out if reflective teaching model instructional intervention has a significant effect on enhancing self-efficacy among EFL pre-service teachers. To investigate the effect of reflective teaching model intervention program on enhancing self-efficacy among EFL teachers, the researchers computed paired test data analysis between the data collected from Self-efficacy Scales Questionnaire. Table 14 and 15 below display the results of the descriptive statistics in pretest and posttest, respectively.

Table 14. Descriptive Statistics for Subscales of Self-efficacy Scores in the Two Groups (Pretest)

Variable	Group	N	Mean	SD
Instructional Strategy	Experimental	20	17.45	2.26
	Control	20	17	2.22
Classroom Management	Experimental	20	19.50	2.14
	Control	20	19.35	2.03
Student Engagement	Experimental	20	19.45	3.14
	Control	20	18.55	2.56

Furthermore, Table 15 below contains the results of descriptive statistics for subscales of democratic values scores in the post-test.

Table 15. Descriptive Statistics for Subscales Scores of Self-efficacy in the Two Groups (Posttest)

Variable	Group	N	Mean	SD
Instructional Strategy	Experimental	20	27.45	2.81
Classroom Management	Control	20	17.15	2.03
Student Engagement	Experimental	20	29.55	2.84
	Control	20	19.55	1.73
	Experimental	20	33.25	3.99
	Control	20	18.55	2.16

As table 14 and 15 above display, in two stages, pre-test and post-test show that self-efficacy in the second group, the average of the components do not have significant difference. Moreover, the Reflective Teaching Model based instructional intervention has significant effect on three self-efficacy subscales in the first experimental group. The mean scores for instructional strategy, and student engagement were 17.45 (SD= 2.26), and 19.45 (SD= 3.14) in prior intervention program, but it surged to 27.45 (SD= 2.81), and 33.25 (SD= 3.99) after the completion of the instruction. Moreover, the student engagement and classroom management had higher mean score after completion of the intervention program. Besides the mean for classroom management was 19.50 (SD=2.14) at pre-test whereas it surged to 29.55 (SD= 2.84) at post-test.

Table 16. Skewness and Kurtosis Test of Normality for Two groups' Democratic Values

Variables	Mean	Skewedness	Kurtosis
Freedom	.123	-.124	-1.07
Right of Education	.199	.196	-.876
Solidarity	.144	.191	-1.03

The result of table 16 shows that a significant level for all subscales are greater than 0.05 ($p > 0.05$) which indicates that the dispersion of dependent variables at the levels of the groups is homogeneous and similar. According to the default results, homogeneity of variances exists and there is no problem with MANCOVA test. In general, the assumption of homogeneity of variances is confirmed.

Table 17. Levene's Test of Equality of Error Variances of Subscales of Democratic Values Scores in the Two Groups

Variables	F	Sig.
Freedom	.203	.656
Right of Education	.354	.558
Solidarity	2.08	.157

As shown in table 17 above, significance level for all subscales were more than the amount 0.05 ($p < 0.05$). It means, the dispersion of dependent variables is homogeneous and similar at the group levels. According to the default results, homogeneity of variances established.

Table 18 below shows that the assumption of covariance is met on the pretest.

Table 18. Box's Test of Equality of Covariance Matrices of Democratic Values

Box's M	12.61
F	1.92
df	6
Sig.	.74

According to Table 18 above, the significance level obtained in the Box's M test and the F value in both models and the MANCOVA test was not significant ($p > 0.05$). The significance level obtained in all models is greater than the value of 0.05, which indicates that the relevant default is confirmed, and it can be said that the matrices of the variance of the obtained covariance are homogeneous in both MANCOVA tests. As table 19 below displays, this table examines the impact of reflective teaching model instructional intervention on three democratic values subscales. The results of the study of the effect of the Wilks Lambda test showed that the value of F was 58.48, which at the level of confidence, 99% is significant ($p < 0.01$) that shows that the effects of reflective teaching model instructional intervention at least in one of the components of democratic values is meaningful.

Table 19. The Effects of Reflective Teaching Model for Subscales of Democratic Values Scores in the Two Groups

Source	Dependent Variable	Sum of Squares	df	F	Eta	Sig
Groups	Freedom	1236.90	1	213.59	<.001	.859
	Right of Education	607.85	1	115.04	<.001	.767
	Solidarity	655.03	1	140.38	<.001	.800

Wilks Lambda= .57, Eta= .943, F= 182.92, $p < .001$

The results of the MANCOVA test showed Reflective Teaching Model instructional intervention has a significant effect on each three democratic values subscales ($p < 0.01$). The significance level obtained for each of the three dependent variables is less than the expected value of 0.01 that shows that the intervention has led to a significant increase in the rate of all components of democratic values. Comparison of the samples showed the highest effect is related to freedom is equal with .859. As it was stated earlier the purpose of the third research question was to find out if reflective teaching model instructional intervention has a significant effect on enhancing democratic values among EFL pre-service teachers. To investigate the effect of reflective teaching model instructional intervention program on enhancing democratic values among EFL teachers, the researchers computed paired t-test data analysis between the data collected from Democratic Values Scales Questionnaire. Table 20 and 21 below display the results of the descriptive statistics in pretest and posttest, respectively.

Table 20. Descriptive Statistics for Subscales of Democratic Values Scores in the Two Groups (Pretest)

Variable	Group	N	Mean	SD
Freedom	Experimental	20	14.65	203
	Control	20	14.65	1.75
Right of Education	Experimental	20	28.95	3.33
	Control	20	29	3.39
Solidarity	Experimental	20	31.35	3.03
	Control	20	31.15	2.68

Furthermore, table 21 below contains the results of descriptive statistics for subscales of democratic values in the post-test.

Table 21. Descriptive Statistics for Subscales Scores of Democratic Values in the Two Groups (Posttest)

Variable	Group	N	Mean	SD
Freedom	Experimental	20	25.85	4.04
	Control	20	14.75	1.91
Right of Education	Experimental	20	36.85	3.41
	Control	20	29.10	3.61
Solidarity	Experimental	20	39.95	3.59
	Control	20	31.70	2.43

As table 20 and 21 above display, in two stages, pre-test and post-test show that democratic values in second group, the average of the components do not have significant difference. Moreover, the Reflective Teaching Model based instructional intervention has significant effect on three democratic values subscales in the first experimental group. And democratic values subscale had higher mean score after completion of the intervention program. The mean score for freedom was 14.65 (SD= 203) at pre-test whereas it surged to 25.85 (SD= 4.04) at post-test.

CONCLUSIONS

The result of this study indicated that pre-service teachers' state of critical reflection, self-efficacy and democratic values in EFL classroom can enhance by attending Reflective Teaching Model.

According to Korthagen (2004), reflective teaching supports the integration of all the levels in a fundamental and authentic way, and helps to build professional growth on the teacher's sources of inspiration and personal strengths. The present study indicates that the primary benefit of reflective teaching for teacher candidates is a deep understanding of their teaching styles and an ability to define how they will grow toward greater effectiveness as teachers.

The findings of this study also show that the onion model helps to determine at which level or levels the teacher's problems are located, and by which level or levels the

process can be depended or broadened. This study also has a great advantage for teacher educators, who quite rightly draw a line between the students' private lives and their professional development as teachers.

On the other hand, according to Korthagen (2004), reflective teaching model shows various *levels* which can influence the way a teacher functions. The idea behind the model is that the inner levels determine the way an individual functions on the outer levels, but that there is also a reverse influence (from outside to inside).

Critical reflection enables teacher candidates to benefit in the following areas: first, deeply understanding the ways in which their teaching styles enhance their ability to challenge the traditional mode of practice; second, defining how they will grow toward greater effectiveness as teachers.

As for self-efficacy perceptions, the participants in this study rated their self-efficacy in teaching at a moderate level. This finding is consistent with those from different studies. For instance, in Göker's study (2006) pre-service English teachers also rated their sense of efficacy as moderate. Similar results were found in studies on pre-service Mathematics,

Science and Primary School teachers' self-efficacy perceptions in Turkey (see Altunçekiç et al., 2005; Umay, 2001; Üredi and Üredi, 2006). There is evidence to support the view that teachers' sense of teacher efficacy is highest during pre-service years (Hebert et al., 1998) usually resulting from an unrealistic assessment of their teaching skills and what constitutes teaching.

This study also provides evidence that there is a low but a positive correlation between preservice teachers' democratic values and efficacy perceptions. Previous research supports the view that teacher democratic beliefs are related to teacher effectiveness and teacher efficacy in various settings (Shechtman, 2002; Almog and Shechtman, 2007). Moreover the findings of this study show that reflective teaching model-based instructional intervention had greater effect on enhancing self-efficacy subscales rather than critical reflection and democratic values.

One clear implication of this study is, therefore, that teacher education programmes need to explicitly state in their agendas the knowledge and skills pre-service teachers need to possess in relation to democratic values related to educational life. In terms of practicing these values, Savaş (2003b) states that teachers need to acquire democratic pedagogy and need to be careful about student interests, experiences and prior knowledge. They also need to be tolerant while correcting mistakes, patient and understanding. Drawing on this argument, establishing a positive and democratic atmosphere, taking into account student ideas and needs and solving problems smoothly affect students' perceptions and behavior regarding democracy (Marri, 2005). Cam also (2000) states that democracy is also a mode of associated living and communicated experience. Democratic methods, such as consultation, persuasion, negotiation, cooperation, acquisition of culture and education are applied when accumulating experience. In addition, the findings from this study showed positive

relationships between the dimensions of critical thinking and the dimensions of democratic values.

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