

The Degree of Using Reflective Practices from the Perspective of Secondary School English Language Female Teachers in Riyadh City

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Abstract

This study aims to identify the degree to which using reflective practices from the perspective of secondary school English language female teachers in Riyadh City. In this study, the descriptive analytical method was used, and the researcher designed a questionnaire which was used as the main research instrument. The study sample consisted of (163) female teachers of English for secondary school working in Riyadh City. The results of this study show that the level of reflective practices as perceived by English language female teachers at secondary school in Riyadh is greater, and that the most important reflective practices are the learning environment which gained the first rank with an average of 2.69 out of 3, followed by evaluation in the second rank with an average of 2.58 out of 3, and planning and preparation, which came in the third rank with an average of 2.51 out of 3. The implementation of teaching

ranked fourth with an average of 2.44 out of 3. The study shows that there were no statistically significant differences at the level of (0.05) between the mean scores of the reflective practices of the English secondary school female teachers due to the academic qualification variable. Also, the results reveal that there were no statistically significant differences at (0.05) among secondary school English female teachers due to the variable of work experience.

**درجة توظيف الممارسات التأملية من وجهة نظر معلمات اللغة الإنجليزية للمرحلة
الثانوية بمدينة الرياض
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الملخص:

هدفت الدراسة الحالية التعرف إلى درجة توظيف الممارسات التأملية لدى معلمات اللغة الإنجليزية للمرحلة الثانوية بمدينة الرياض من وجهة نظرهن، ولتحقيق هدف الدراسة تم استخدام المنهج الوصفي التحليلي باعتباره المنهج الأكثر ملائمة لنوع الدراسة، وتم استخدام الاستبانة كأداة الدراسة المستخدمة، حيث تم التحقق من صدقها وثباتها، وتكونت عينة الدراسة (١٦٣) معلمة من معلمات اللغة الإنجليزية للمرحلة الثانوية العاملات في منطقة الرياض، وقد أشارت نتائج هذه الدراسة إلى أن: مستوى الممارسات التأملية من وجهة نظر معلمات اللغة الإنجليزية للمرحلة الثانوية بمدينة الرياض كبيرة، وأن أهم الممارسات التأملية تتمثل في، بيئة التعلم والتي حصلت على المرتبة الأولى بمتوسط (٢,٦٩ من ٣) يليها التقويم بالمرتبة الثانية بمتوسط (٢,٥٨ من ٣)، ثم التخطيط والتحضير بالمرتبة الثالثة بمتوسط بلغ (٢,٥١ من ٣)، وجاء تنفيذ التدريس بالمرتبة الرابعة بمتوسط قدره (٢,٤٤ من ٣)، وكذلك أشارت النتائج إلى أنه لا توجد فروق ذات دلالة إحصائية عند مستوي (٠,٠٥) بين متوسطات درجة الممارسات التأملية لدى معلمات اللغة الإنجليزية للمرحلة الثانوية تعزي لمتغير المؤهل العلمي، كما أوضحت الدراسة أنه لا توجد فروق ذات دلالة إحصائية عند مستوي (٠,٠٥) بين متوسطات درجة الممارسات التأملية لدى معلمات اللغة الإنجليزية للمرحلة الثانوية تعزي لمتغير الخبرة.

Introduction

We live in an age of information and rapid technological advancement that increasingly calls for the development of education and rehabilitation of teachers in order to keep up with these developments. The development of the different thinking skills is a necessary requirement in the educational process. That

is why curricula developers pay concentrated attention to improve students' thinking skills, since "watching others through reflective practices generates opportunities for us to ask ourselves indirectly about our practices." (Kowles, 2008). Educational institutions provide and develop individuals' reflective thinking skills, so that students can identify the deficiencies in the learning process by developing teachers' performance and encouraging them to use reflection in the teaching process in different learning environments (Toman, 2016).

Al-Ayasra (2015) underscores the importance of developing teachers' thinking skills through a variety of methods, the most important of which are those relating to skill training. The training is transferred to the classes through training in specific skills. Colleagues would then observe and experiment with these skills and do more training aimed at improving their overall teaching performance, strengthening the professional fellowship, dialogue among colleagues, and stimulating their reflective thinking. This would also involve training in addressing the problems through cooperation between teachers to solve the problems they face, and through expert training whereby a distinguished teacher provides support to another teacher, or through cross-training where teachers exchange roles among themselves, by adopting peer observation techniques.

There are aspects that teachers must consider in developing reflective thinking and encouraging practicing them in class. The teacher must encourage students in a motivating classroom environment to develop and engage in reflective thinking to help them solve their life problems as well as their study problems. In order to achieve this, the teacher must be a good model in thinking and attitude for students to follow him or her in learning and developing sound thinking skills; that is, the teacher should guide the students to observe phenomena in order to better understand reality and pave the way for rational dialogue. Teachers should be able to ask the right questions that raise students' interest in issues, attitudes and problems, so that

students are motivated to reflect deeply on things of great concern for them.

Reflective teaching is a process in which previous teaching and evaluation experience is brought in, and in which we move from the circle of 'how to do' to the broader circle, to answer the questions (what or why). These questions enable us to address the teacher's daily activity within the larger educational system. This process sees that teachers can learn through reflecting on their practice inside the classroom (Rajab, et al., 2011). Shaheen (2012) believes that reflective practice is the gateway to the development and preparation of teachers in various disciplines. It places them on the test of developing themselves and evaluating their educational practices, thus giving them an opportunity to develop their self-awareness and professional development, as they are engaged in analyzing and evaluating their reflective practices through observation, critique, logical analysis, and openness to the ideas of others.

Reflective practices were first tackled in John Dewey (1933) who shed light on the importance of reflection, considering that experience is the basis of the teaching and learning processes. This is only done through reflection that leads to the discovery of experience which based on a comprehensive understanding that contributes to transforming experience into learning. Dewey pointed out that teachers must practice this process in a social context and in the environment in which the learning process takes place. Therefore, teachers' ideas need to be tested through teaching practice. This can be carried out through reflection which should lead to multifaceted views at work.

Dewey called on teachers to practice reflection at work, and many researchers attributed the increased interest in reflective practice to the growing pedagogical trends of constructivism in learning, which suggests that learners build knowledge through integration and interaction with content and the surrounding environment, as it also considers reflection an important factor in the learning and teaching processes. (Farrell,

2008). To develop the reflective thinking skills of school students in different grades, Kovalik & Olsen (2010) see the need to provide special programs, as well as the use of supportive teaching strategies, to develop these skills. These are meant to ensure knowing students' progress, according to a specific timeframe in order to achieve the process of awareness and comprehension, to complete the educational tasks required of them successfully, to ensure that the classroom environment is appropriate, to refocus on understanding the teaching material, and to motivate and guide students during the learning process.

Researchers have numerous arguments and views on the modeling of the reflective process. For instance, Green Wei, identified this process through three steps including work, review and planning. Beyad, also specified three stages including behavior, feelings and ideas, then returning to experiences related to feelings and re-evaluating them, and finally the new manifestations of behavioral change. Gibbs explained six steps to the reflective practice: describing what happened, feeling what we think and feel, followed by evaluating, analyzing, and reaching conclusions, and finally putting the procedural plan about what we will be working on later (Arnold, 2005).

Reflective practices can be viewed from multiple angles and considered beyond the simple thinking of the event. It is a process of mental thinking that brings together multiple stages of study and discussion to discover ideas, feelings and evaluations that highlight the skills and outcomes of practices. They are also individually or jointly practiced. When practicing reflection with others, as in our self-reflection in practice, we challenge our values and beliefs. Thus, reflective practice is a means of giving value to ethical practices, which increases the level of accountability, and this process can be spontaneous or planned, and can be initiated to shed light on our work (Knowles, 2008).

Teachers, who have teaching and reflective skills, constantly review their goals, understand the theories and strategies that

explain their actions, examine the results, and criticize teaching practices from his personal perspective, as well as the perspective of other teachers. Reflective teaching involves paying careful and conscious reflection of the teacher's tests during the various stages of teaching, practicing predicting and evaluating the impact of these tests on student learning and using this information in making sound future educational decisions (Abu Salim, 2016).

The purpose of the reflective practices is to change the teachers' actions and decisions and how this affects the results of these decisions. The value of thinking lies in the ability of teachers to refine classroom practice and improve the quality of teaching and learning process for teachers and students. Reflective teaching is an effective approach through which teacher is better able to identify the limitations of each student, determine the appropriate learning method and devise better ways to teach students (Hassan, 2013).

Reflective teaching has also benefitted in teachers' professional development, since the highest form of professional development is to get the teacher to develop himself and develop his skills, to know how to solve his own professional problems, how to use critical thinking to find ways to improve his practice, evaluate his experiences and analyze them in a reliable manner. Reflective teaching requires evaluation of personal beliefs and values and allows teachers to apply experiences from a new perspective, share perceptions and beliefs with other teachers create new ways and strategies for learning, and provide opportunities to encourage effective learning. A reflective model for teachers, offers them opportunities to develop, planning, implementing and evaluating their lessons (Minott, 2007)

The English language teacher should be in the lead in making this improvement and reflecting on his practices. Through his proficiency in English and the practice of reflection, the teacher calls for a fundamental change in the student and the educational process as a whole, and this was proved in Ferwana's (2006) study.

Educational studies continued to emphasize the importance of including educational practices within the classroom. In what follows, I present a literature review of key studies:

- Abu Sultan and Abu Asakar (2017) aimed to identify the degree of reflective practices among science teachers in the primary stage in Gaza. The study used the descriptive analytical method and the study sample consisted of (131) and used a questionnaire instrument. The study found the following results: The degree of reflective practices among the teachers was moderate, and there were no statistically significant differences due to the variable of experience and academic qualification. The results also showed that there were statistically significant differences due to gender variable in favor of females.

- Boukahos (2017): The study aimed to identify the level of reflective thinking among student teachers of science and mathematics in practicum course at Bahrain Teachers College. The study used the descriptive analytical method and the sample consisted of 68 male and female students specialized in mathematics and science. The study instrument was an evaluation form of teaching performance. The study reached the following results: The level of reflective thinking among the student teachers was good, and there was a positive relationship between reflective thinking and the students' cumulative average. The study also found that there is no relationship between the reflective thinking and students' school year, teachers' years of experience, the teaching performance of the student teachers in general, or the teaching competencies.

- Obaidat (2017): this study aimed to identify reflective practices of the teachers of the upper elementary stage in Irbid governorate and their effect on the achievement motivation. The study used the analytical descriptive method, and sample consisted of (650) male and female

teachers, and the study instrument was a questionnaire to measure the level of reflective practices. The study reached the following: The level of achievement of the reflective practices among the teachers of the higher elementary stage has increased at a high rate. There are no statistically significant differences in the academic qualification variable, and that there are statistically significant differences in the level of achievement motivation in favor of female's teachers.

- Mohammed's (2017) study aimed to identify the effectiveness of applying a training program based on constructivist theory, in developing some of reflective teaching skills. The study used a quasi-experimental method using an observation card. The study sample consisted of (103) Arabic language female students enrolled in the professional diploma program. The study found that the training program was effective in the development of reflective teaching skills among female student teachers of Arabic.
- Alkaltham (2014) aimed to determine the effectiveness of a program based on reflective teaching in developing the competencies of reciting and memorizing the Holy Koran among student teachers of Islamic Education at the Faculty of Education at Umm Al-Qura University. The study used the quasi-experimental method and the instrument used was an observation card as well as the application of the reflective teaching program. The sample of the study were (70) students distributed equally on an experimental group and a control group. The study found statistically significant differences in favor of the experimental group that studied the reflective teaching program in developing competences in reciting and memorizing the Holy Koran.
- Abu Salim's (2016) Study sought to examine the effect of developing conscious reflective practices of the university teacher on improving his teaching performance through a

set of reflective instruments in five aspects of teaching performance: preparing for teaching, preparing students for course study, teaching methods, interaction with students, and evaluating students' learning. The study used the descriptive analytical method and the instrument was a training program in addition to the analysis of the reflective dialogues in the program. The sample of the study was (121) female teachers from the Prince Sattam bin Abdul Aziz University. The study concluded that there is a need for generalizing the training program for reflective practice in sustainable development programs, to adopt the mini-style practices in training for reflective practice, and to move gradually in the aspects of performance for the purpose of improvement.

- Rayyan (2014) aimed to know the degree of reflective practices by the teachers of mathematics and its relationship to the effectiveness of the teaching self. The methodology used was the descriptive approach and study instrument was a scale. The study sample consisted of 238 male and female teachers from Hebron. The study results show that the degree of reflective practices among mathematics teachers is high, that there are no statistically significant differences in the reflective practices attributed to the variable of academic qualification. The study also shows that there are statistically significant differences in the mean averages in the degree of reflective practices according to the variable of experience, in favor of work experience.
- Hassan (2013) aimed to identify the effectiveness of a program based on reflective teaching in developing teaching skills according to the quality standards of teaching and modifying the orientation of the teaching theory of pre-service female teachers of Arabic and Islamic studies in Egypt and Saudi Arabia. The study sample consisted of (16) Egyptian female teachers, (40) Saudi female teachers and adopted an experimental method. The study instruments used were a reflective

teaching scale, a teaching theory scale and a teaching skills card. The study results were as follows: there is a low level of reflective teaching practice among Egyptian and Saudi pre-service female teachers of the Arabic language and Islamic studies, and there is a need for improving the orientation of teaching theory from traditional style to the constructivist style.

- Shaheen's (2012) study aimed to identify the level of reflective practices of faculty members at Al-Quds Open University. The analytical descriptive approach was utilized. The study instrument consisted of a scale related to the reflective practices and trends of professional development. The sample consisted of (117) faculty members. The study reached the following results: The degree of reflective practices among faculty members is high. The results also showed that there are no statistically significant differences in the average scores of reflective practices among faculty members according to the variable of academic qualification.
- Ellison (2008) sought to identify a training program based on reflective teaching among teachers of primary schools. The study followed the descriptive method, and the sample consisted of (6) mathematics and science teachers. The study instrument used is an interview. The study concluded that there were positive outcomes for the application of this program on classroom practices of the participating teachers in the program in listening, critical reflective dialogue, curriculum development, and the outcomes of students' learning in class through integrating in classroom activities and collaborative discussions.
- Knoweles's (2008) study aimed at identifying the reflective practices that can be viewed from multiple angles and considered as beyond the simple thinking of the event. These practices as regarded as a process of mental thinking that brings together multiple stages of study and

discussion to discover the thoughts, feelings and evaluations that shed light on the practitioner's skills and outputs. The study used the descriptive method and the instrument was the interview. The study concluded that reflective practices can be an individual or collective process. Though the process of reflection we challenge our values and beliefs, and therefore reflective practice is a means of giving value to ethical practices and increases accountability.

- Capobianco (2007) aimed to identify the effectiveness of using video, reports and experimental research in developing reflective teaching among pre-service student teachers. The study stressed on the importance of reflective teaching in developing study situations and equipping teachers with the necessary means for professional development and improving performance through assessment and learning from reflection on their own experiences. The study used the descriptive method and used a sample of (22) teachers. The study concluded that teachers changed their practices, and that the experimental research helped in determining goals, identifying and solving problems and improving performance.
- Scott et al. (2007) aimed at identifying the relationship between reflective practices of teachers and students' satisfaction and quality outcomes. The study used the descriptive analytical method and used a questionnaire instrument as well as personal interviews. The study sample included (45) students and found that there was a significant relationship between feedback practices when compared to the teacher's rate, and evaluation increased the level of students' satisfaction and their responses, which improved their quality levels.
- Minot (2007) aimed to identify the extent of teachers' use of reflective teaching principles during planning, implementing, and evaluating lessons. The research used

the quasi-experimental method and the study was applied to a sample of (4) teachers. The study instruments included the interview an analyzing teachers' documents including study plans. The study results were the following: (3) teachers apply reflective teaching in all that relates to their students and activities, and these are classified as the most reflective teachers in the teachers' category. In the area of application, it was found out that all teachers apply a level of reflection of the event as an element of reflective teaching. There are (3) teachers who use other reflective teaching practices such as self-assessment and reflecting on teaching situations, beliefs and personal values about teaching. The results show that making decisions and justification about processes of planning, application and evaluation based on reflection has an impact on teaching situations and contexts.

Study Problem

The previous studies have shown the importance of reflective practices and that they have become a current demand for improvement and development in the educational process in order to achieve the desired educational goals, which are positively reflected on students in various educational stages (see, for example, Abu Selim, 2016; Abu Sultan Abu Bakr, 2017; Kaltham, 2016; Mohammed, 2017; Obeidat, 2017). Such practices enable teachers to use methods of thinking and processes and patterns, whether in the scientific or social fields so that they can adapt to themselves and with others. They are also needed for dealing with courses in a new way that goes beyond the use of minimum levels of mental abilities such as memorization, retention and recall. Teachers are expected to practice reflection in order to possess reflective thinking skills, and consequently to improve students' skills and achievement abilities, and the problem of the study is stated in the following main question:

What is the reality of using reflective practices from the perspective of secondary school English language female teachers in Riyadh City?

The following questions arise from the main question:

1 - What is the level of reflective practices among the English language female teachers of secondary school in Riyadh from their perspective?

2- Are there statistically significant differences at the level of (0.05) between the mean scores of the degree of using reflective practices from the perspective of secondary school English language female teachers in Riyadh City due to the academic qualification variable?

3- Are there statistically significant differences at the level of (0.05) between the mean scores of the degree of using reflective practices from the perspective of secondary school English language female teachers in Riyadh city due to the teachers' experience variable?

Study Aims

This study aims to:

1- identify the level of using reflective practices among the secondary school English female teachers from their perspective.

2- detect the significance of the differences between the mean scores of using reflective practices among the English female teachers at the secondary stage in Riyadh due to the variable of academic qualification.

3- detect the significance of the differences between the mean scores of using reflective practices among the English female teachers at the secondary stage in Riyadh due to the variable of number of years of experience.

Significance of the Study

This study is important for the following reasons:

- 1- Experts and officials in the educational field are interested in integration of reflective practices in the school curriculum and teachers' practices.
- 2- The results of this study can give real indicators of the extent of using reflective practices by English female teachers inside and outside the classroom in Saudi Arabia.
- 3- The present study may contribute in the development of guidelines for researchers to conduct further studies on reflective practices for teachers in Riyadh.

Definitions of Terms

- **Reflective Practices:** They are the processes undertaken by a faculty member to generate self-awareness to reconsider his or her tasks, to review, analyze, revise, evaluate and draw lessons (Shaheen, 2012).
- **English Language Female Teachers:** They are female teachers qualified to teach the English Language subject for secondary school classes.
- **The secondary stage:** the grades from the first secondary grade to the third secondary grade in Riyadh, Saudi Arabia.

Study Delimitations

- **Location Limit:** Secondary Schools in Riyadh.
- **Human Limit:** Secondary stage English language female teachers.
- Time limit: the first semester of the academic year 2018.

Methods and Procedures

The Research Design

The researcher used the analytical descriptive method as the most suitable method due to the nature and objectives of the study. The aim of this study was to find the level of reflective practices among English language female teachers of secondary school in Riyadh.

Study Sample

The study population consists of all secondary school English language female teachers in the city of Riyadh, with a total number of (722) female teachers. The sample of the study consists of (163) female teachers of the English language at the secondary stage. They are randomly selected from the study population which included (722) female teachers.

Tables (1 & 2) show the distribution of the sample members according to the variables of the study; experience and qualifications.

Table (1) Distribution of study sample according to the variable of years of experience

Academic Qualification	Frequency	Percentage
Less than 5 years	21	12.9
From 5-10 years	44	27.0
More than 10 years	98	60.1
Total	163	100%

Table (1) shows that (98) teachers of the sample, representing 60.1% of the total study sample, have more than 10 years of work experience, which is the highest category of the study sample, while (44) of them, standing at 27.0% of the total sample have 5 to 10 years of experience. Twenty-one female teachers, representing 12.9% of the study sample, have experience less than 5 years.

Table (2) Distribution of study sample according to the variable of academic qualification

Academic Qualification	Frequency	Percentage
Diploma	3	1.8
Bachelor	140	85.9
Higher Studies (MA & Ph.D)	20	12.3
Total	163	100%

Table (2) shows that (140) teachers in the study sample, representing 85.9% of the whole study sample have a bachelor's degree, which is the most common category of the study sample. Twenty teachers, representing 12.3% of the study sample, have a higher studies degree, and (3) teachers who represent 1.8% of the total sample have a diploma degree.

Study instrument

A questionnaire consisting of (29) items was constructed and divided into four areas: planning and preparation, learning environment, teaching, and assessment.

Validity of Study instrument:

To verify the validity of the study instrument, the questionnaire was reviewed by a panel of experienced educationalists to identify their opinion on the validity of the items and their linguistic and educational clarity and suitability for the study subject. Their notes and amendments were taken into consideration in constructing the final version of the questionnaire.

Internal Consistency Validity

After verifying the apparent validity of the study instrument, the researcher applied it in the field and on the study sample data. The researcher calculated the Pearson correlation coefficient to

determine the internal consistency of the questionnaire. The correlation coefficient was calculated between the degree of each item in the questionnaire and the total number of the domain to which each item belongs, as clarified in the following tables 3, 4, 5, and 6.

Table (3): Pearson correlation coefficient for the items of the first domain relating to planning and preparation

Item Number	Correlation coefficient
1	0.720**
2	0.698**
3	0.593**
4	0.629**
5	0.603**
6	0.551**
7	0.670**

** significance level of 0.01 or less

Table (4): Pearson correlation coefficient of the items of the second domain on learning environment

Item Number	Correlation coefficient
9	0.443**
10	0.637**
11	0.630**
12	0.778**
13	0.645**
14	0.642**

** significance level of 0.01 or less

Table (5) Pearson correlation coefficient of the items of the third domain on teaching implementation

Item Number	Correlation coefficient
15	0.461**
16	0.526**
17	0.418**
18	0.663**
19	0.702**
20	0.716**
21	0.549**
22	0.494**
23	0.578**
24	0.593**

** significance level of 0.01 or less

Table (6) Pearson correlation coefficient of the items of the fourth domain on assessment

Item Number	Correlation coefficient
25	0.766**
26	0.765**
27	0.719**
28	0.664**
29	0.703**

** significance level of 0.01 or less

It is clear from the previous tables that the values of the correlation coefficient of each of the items with its corresponding domain is positive and statistically significant at the level of significance (0.01) and less, which indicates the items consistency with their domains.

Reliability of Study Instrument

To measure the reliability of the study instrument, the researcher used the equation (Cronbach's Alpha (α)). Table (7) shows the reliability coefficients of the study instrument.

Table (7) Cronbach Alpha coefficient to measure the reliability of the study instrument

Questionnaire Domain	Number of Items	Domain's Reliability
First Domain: Planning and preparation	7	0.752
Second Domain: Learning environment	6	0.700
Third Domain: Implementation of teaching	10	0.757
Fourth Domain: Evaluation	5	0.773
General Reliability	28	0.897

Table (7) shows that the general reliability coefficient of the study domains is high at (0.90). This indicates that the questionnaire has a high degree of reliability.

Criterion for Testing Study Results:

To facilitate the interpretation of the results, the researcher used the following method to determine the level of response to the alternatives of the scale by giving weight to the alternatives: (high = 3, moderate = 2, low = 1), as shown in Table (8). The researcher then classified these responses into three equal levels by the following equation:

$$\text{Length of category} = (\text{highest value} - \text{lowest value}) \div \text{Number of scale alternatives} = (3-1) \div 3 = (0.67)$$

Table (8): Degrees of categories of study Results criterion and limits according to Likert Scale

Degree		Opinion		Weighted Mean	
From	To	From	To	From	To
3	High	2.35		3.00	
2	Moderate	1.68		2.34	
1	Low	1		1.67	

Statistical Methods

The following statistical techniques were used to analyze the collected data:

1. **Frequencies and Percentages** to identify the personal and functional characteristics of the study sample and to identify their answers to the items of the questionnaire's main domains.
2. **Weighted Mean** to find out how high or low the answers of the sample to each main item in the study's instrument. This measure is useful in ordering items according to the highest weighted mean.
3. **Mean** to find out how high or low the answers of the study sample to the main domains (item's mean average), knowing that the researcher has ordered the domains according to the highest arithmetic mean.
4. **Standard Deviation** which was used to determine the extent to which the responses of the study sample deviated for each item in the study variables and from the mean of each main domain. The researcher used this method because the standard deviation shows the dispersion in the answers of the study sample for each item of the study variables, along with the main domains; the closer the value is to zero, the more concentrated the answers and the less dispersed the items become in the scale.
5. **Pearson correlation coefficient**: it is used to measure the internal consistency between the items of the study instrument (the questionnaire) and each domain the items belong to.

6. **Cronbach’s Alpha (α) Coefficient** to calculate the reliability coefficient of the study instrument.

7. **One Way ANOVA analysis** to illustrate the significance of the differences in the answers of the study sample according to the difference of their variables, which are divided into more than two categories. In this study, the researcher used this method to find out the significance of the differences between the arithmetic means according to the variables of academic qualifications and years of experience.

Study Findings

First: Answering and discussing the first question:

Question 1: What is the level of reflective practices among the English language female teachers of secondary school in Riyadh from their perspective?

Means and standard deviations were used to calculate the level of using reflective practices among secondary school English language female teachers in Riyadh. Table (9) shows the results of these statistical techniques.

Table (9): Means and standard deviations of the level of using reflective practices among secondary school English language female teachers in Riyadh

Rank	Field	Mean score	Standard deviations	rank
1	Planning and preparation	2.51	0.362	3
2	Learning environment	2.69	0.325	1
3	Teaching implementation	2.44	0.360	4
4	Evaluation	2.58	0.412	2
	Level of reflective practices	2.56	0.301	

Table (9) shows that the level of reflective practices among English language female teachers in Riyadh secondary schools

is high from their perspective. The most important reflective practices are the learning environment in the first rank with a mean average of (2.69) out of 3, followed by evaluation in the second rank with an average of (2.58) out of 3, and then planning and preparation came in the third rank with an average of (2.51). The implementation of teaching ranked fourth with an average of (2.44 of 3). This agrees with Obaidat (2017), as it concluded that the level of achievement of the reflective practices among the primary school teachers has increased at a high rate. This is also similar to Rayyan (2014) who indicated that the degree of reflective practices among mathematics teachers is high. In addition, Shaheen (2012) found that the degree of reflective practices among faculty members is high, and this is consistent with the current study that the level of reflective practices among the teachers was great from their point of view.

The following are the detailed results of the reflective practices of English language female teachers at secondary school in Riyadh from their perspective.

Table (10): The responses of the study sample on the items relating to the field of planning and preparation in a descending order according to the average responses

Item Number	Item	Frequency	Degree of response			Arithmetic mean	Standard deviation	Rank
		Percentage	High	Moderate	Low			
1	I put a prior perception of the teaching procedures to be performed	No.	99	61	3	2.59	0.530	2
		%	60.7	37.4	1.8			
2	I organize study plans to achieve the desired goals	No.	96	67	·	2.59	.494	3
		%	58.9	41.1	·			
3	I make study plans for the courses (the English language) that I am studying	No.	91	65	7	2.52	.581	4
		%	55.8	39.9	4.3			
4	I am constantly updating my study plans	No.	55.8	85	8	2.38	.580	7
		%	70	52.1	4.9			

Item Number	Item	Frequency	Degree of response			Arithmetic mean	Standard deviation	Rank
		Percentage	High	Moderate	Low			
5	I identify all the elements that I think are important in designing the course	No.	83	70	10	2.45	.610	5
		%	50.9	42.9	6.1			
6	I know the extent of consistency between the goals and the means through which to achieve these goals	No.	106	52	5	2.62	.547	1
		%	65.0	31.9	3.1			
7	I design application evaluation tools	No.	86	64	13	2.45	.640	6
		%	52.8	39.3	8.0			
Overall Average						2.51	.362	

Table (10) shows that the female teachers in the study sample agree that they practice planning and preparation with an average of (2.51 of 3.00), which is the average in the third category of the triple-category scale (from 2.35 to 3.00) referring to the category that refers to the option of a ‘high degree’ of practice in the study instrument.

The results indicated that there is a consensus among the study sample members about the level of practice of planning and preparation, whereby the average rates of agreement are between (2.38 to 2.62), which are in the third category of the three scales, which refer to (high) in the study instrument. This result shows that the female teachers in the secondary stage agree on seven of planning and preparation domain in the questionnaire, the most important of which are items (6, 1, 2), which are arranged in a descending order according to the agreement of the study sample on practicing them to ‘high’ degree, as follows:

1. Item (6) that says: "I know the extent of consistency between the goals and the means through which to achieve these goals" ranked first in terms of agreement on

- practicing it to a high degree, with an average of (2.62 of 3).
2. Item (1) that says "I put a prior perception of the teaching procedures to be performed" ranked second in the sample's agreement on practicing it to a 'high' degree, with an average of (2.59 of 3).
 3. Item (2) that says "I organize study plans to achieve the desired goals" came third in terms of the agreement of the study sample on their practice of it to a high degree with an average of (2.59 of 3).

Table (11): The responses of the study sample on the items relating to the field of learning environment in a descending order according to the average responses

Item Number	Item	Frequency	Degree of response			Arithmetic mean	Standard deviation	Rank
		Percentage	High	Moderate	Low			
9	I work on controlling the behavior of female students	No.	136	26	1	2.83	0.394	2
		%	83.4	16.0	0.6			
10	I look for different learning sources for the subjects	No.	102	56	5	2.60	0.552	4
		%	62.6	34.4	3.1			
11	I identify the actual needs and expectations of female students	No.	101	56	6	2.58	0.565	6
		%	62.0	34.4	3.7			
12	I have dialogues with the female students in order to identify	No.	98	51	14	2.52	0.651	7
		%	60.1	31.3	8.6			
13	I develop a respectful environment and good rapport	No.	146	12	5	2.87	0.423	1
		%	89.6	7.4	3.1			
14	I organize the place (classroom) for teaching	No.	127	34	2	2.77	0.452	3
		%	77.9	20.9	1.2			
Overall Average						2.67	0.325	

Table (11) shows that the study sample agrees on preparing the learning environment to a high degree, with an average of (2.69 of 3.00), which is the average of the third category of the triple scale (from 2.35 to 3.00). This is a category that refers to the option 'High' in the study instrument.

The results shown above indicate that there was a homogeneity in the responses of the secondary school female teachers in Riyadh on the learning environment, with an average of that ranges from (2.52 to 2.87), which are averages that fall in the third category of the three-category scale, which refers to a (High) degree in the study instrument. The results demonstrate that the study sample agreed to a large extent on all items in the Learning Environment domain, most notably items (13, 9, 14), which have been arranged in descending order according to the teachers' approval of them to 'High' degree, as explained below:

1. Item (13), which says "I develop a respectful environment and good rapport between students and teachers" ranked first in terms of agreement of the study sample to a 'High' degree, with an average of (2.87 of 3).
2. Item (9), which states "I work on controlling the behavior of female students" came second in terms of agreement of the study sample to a 'High' degree, with an average of (2.83 of 3).
3. Item (14), which states "I organize the place (classroom) for teaching" ranked third in terms of agreement of the study sample to a 'High' degree, with an average (2.77 of 3).

Table (12): The responses of the study sample on the items relating to the field of Implementation of teaching in a descending order according to the average responses

Item Number	Item	Frequency	Degree of response			Arithmetic mean	Standard deviation	Rank
		Percentage	High	Moderate	Low			
15	I employ modern and appropriate teaching strategies for the English	No.	109	52	2	2.66	0.502	2
		%	66.9	31.9	1.2			
16	I choose a good teaching strategy that takes into consideration the needs of students	No.	127	35	1	2.77	.435	1
		%	77.9	21.5	.6			
17	I use the recordings of the classes implemented to	No.	45	39	79	1.79	.850	10
		%	27.6	23.9	48.5			
18	I compare between the classroom meetings I do to identify strengths and weaknesses	No.	76	64	23	2.33	.710	8
		%	46.6	39.3	14.1			
19	I work on diversifying my teaching practices to choose the best ones	No.	98	57	8	2.55	.590	6
		%	60.1	35.0	4.9			
20	I encourage students to reflect on subjects	No.	104	48	11	2.57	.618	5
		%	63.8	29.4	6.7			
21	I encourage students to take up open-ended questions	No.	111	42	10	2.62	.600	3
		%	68.1	25.8	6.1			
22	I ask students questions that raise their reflective thinking	No.	105	51	7	2.60	.572	4
		%	64.4	31.3	4.3			
23	I make sure to see classroom classes implemented by other teachers in the same discipline (the	No.	65	64	34	2.19	.758	9
		%	39.9	39.3	20.9			

Item Number	Item	Frequency	Degree of response			Arithmetic mean	Standard deviation	Rank
		Percentage	High	Moderate	Low			
24	I discuss the outlines of instructional practices with teachers of different	No.	78	66	19	2.36	.683	7
		%	47.9	40.5	11.7			
Overall Average								

Table (12) shows that the study sample significantly agreed on the implementation of teaching, with an average of (2.44 out of 3.00), which is the average in the third category of the triple scale (from 2.35 to 3.00), which is the category that refers to the option of "High" in the study instrument, as also indicated by the studies of Mohammad (2017) and Abu Salim (2016).

These results indicated that there was a variation in the agreement among secondary school female teachers in Riyadh, where the averages of their agreement on the implementation of teaching range between (1.79 to 2.77), which are averages that are in the second and third categories of the three-category scale that refers to (Moderate/High) in the study instrument. It is clear from the results that the female teachers agree to a large extent on seven items in the implementation of teaching domain, most notably items (16, 15, 21), which were arranged in a descending order according the sample members' agreement, as follows:

1. Item (16) that states "I choose a good teaching strategy that takes into consideration the needs of students" ranked first in terms of agreement among the study sample to a high extent with an average of (2.77 of 3).
2. Item (15) that says " I employ modern and appropriate teaching strategies for the English Language subject" came in second place in the teachers' approval who scored 'High', with an average of (2.66 of 3).
3. Item (21), which states "I encourage students to take up open-ended questions" ranked third in terms of sample's agreement to a large extent with an average of (2.62 of 3).

The results also show that in the implementation of teaching domain, the female teachers agree to a moderate degree in items (18, 23, 17), which were arranged in a descending order, as follows:

1. Item (18) that says "I compare between the classroom meetings I do to identify strengths and weaknesses" came in the first place in terms of teachers' agreement to a moderate degree, with an average of (2.33 of 3).
2. Item (23), which states "I make sure to see classroom classes implemented by other teachers in the same discipline (the English language) to benefit from them" ranked second, with a moderate average (2.19 of 3).
3. Item (17), which says "I use the recordings of the classes implemented to be viewed" ranked third, with a moderate average of (1.79 of 3).

Table (13): The responses of the study sample on the items relating to the field of Evaluation in a descending order according to the average responses

Item Number	Item	Frequency	Degree of response			Arithmetic mean	Standard deviation	Rank
			Percentage	High	Moderate			
25	I use the best specifications for assessment tools that can be used to	No.	91	66	6	2.52	0.570	4
		%	55.8	40.5	3.7			
26	I work on diversifying the evaluation methods for female students	No.	87	68	8	2.48	.592	5
		%	53.4	41.7	4.9			
27	I seek to continuously develop my teaching practices	No.	101	53	9	2.56	.599	3
		%	62.0	32.5	5.5			
28	I keep accurate records of the assessment	No.	113	46	4	2.67	.522	1
		%	69.3	28.2	2.5			
29	I keep the readiness of the register of official evaluation marks	No.	112	44	7	2.64	.563	2
		%	68.7	27.0	4.3			
Overall Average						2.58	.412	

Table (13) shows that the study sample significantly agrees on assessment with an average of (2.58 of 3.00), which is an average in the third category of the triple scale (from 2.35 to 3.00), which is a category that refers to the "High" option in the study instrument. This is consistent with Scott et al. (2007) that pointed to a high correlation in feedback practices when compared to the school rate, and that assessment increased students' satisfaction and responses. This also agrees with Minott (2007) that found that (3) teachers apply reflection in their teaching and everything related to their students and activities and were classified among the teachers using reflection the most. In terms of application, it has been shown that all teachers apply the level of reflection of the event as one of the elements of reflective teaching, and that (3) teachers use the principles of reflective teaching other instructional teaching such as self-reflection, reflection on teaching attitudes, beliefs and personal values about teaching. The results showed that taking decisions about and justifications of planning, application and evaluation based on reflection affect the teaching contexts and situations.

The results also show an agreement among the female teachers of the secondary school in Riyadh on Evaluation, where the averages of their agreement ranged between (2.48 to 2.67), which fall within the third category of the three-category scale, which refers to a (High) degree in the study instrument. It becomes clear from the results that the female teachers agree to a high degree on five items in the Evaluation domain, the most prominent of which are items (28, 29, 27), which were arranged in a descending order, as follows:

1. Item (28) that says, "I keep accurate records of the assessment", came first in terms of the agreement among the study sample to a High extent, with an average of (2.67 of 3).
2. Item (29) that states "I keep the readiness of the register of official evaluation marks" came second in terms of the

agreement among the study sample to a High extent, with an average of (2.64 of 3).

3. Item (27) that states "I seek to continuously develop my teaching practices" ranked third in terms of the agreement among the study sample to a High extent, with an average of (2.56 of 3).

Second: Answering and Discussing the Second Question

Second Question: Are there statistically significant differences at the level of (0.05) between the mean scores of the degree of using reflective practices in the English secondary school female teachers due to the academic qualification variable?

To find out any statistical differences between the mean scores of the degree of using reflective practices among Saudi English secondary school female teachers due to the academic qualification variable, One Way ANOVA test was used. Results of this test is stated in table (14).

Table (14): Results of "One Way ANOVA" for the differences in the answers of the study sample according to the difference in academic qualification

Domain	Source of Difference	Sum of Squares	Degrees of Freedom	Mean Square	Value of P	Statistical Significance
Planning and Implementation	Between Groups	0.326	2	0.163	1.250	0.289
	Within Groups	20.887	160	0.131		
	Total	21.213	162			
Learning Environment	Between Groups	0.214	2	0.107	1.011	0.366
	Within Groups	16.930	160	0.106		
	Total	17.143	162			
Implementation of Teaching	Between Groups	0.635	2	0.318	2.499	0.085
	Within Groups	20.327	160	0.127		
	Total	20.962	162			

Domain	Source of Difference	Sum of Squares	Degrees of Freedom	Mean Square	Value of P	Statistical Significance
Evaluation	Between Groups	0.689	2	0.345	2.053	0.132
	Within Groups	26.862	160	0.168		
	Total	27.551	162			

Table (14) shows that there are no statistically significant differences at the level of (0.05) between the mean scores of using reflective practices of the English secondary school teachers attributed to the variable of the academic qualification. This is consistent with the study of Abu Sultan (2016) which pointed out that there are no statistically significant differences due to the variable of experience and academic qualification. Also, Obaidat (2017) revealed that there are no statistically significant differences attributed to the variable of academic qualification. Similarly, Rayyan (2014) found no statistically significant differences in the reflective practices due to academic qualifications. Shaheen’s (2012) study concluded that there were no statistically significant differences between mean scores of reflective practices of faculty members according to the academic qualification variable.

Third: Answering and Discussing the Third Question:

Third Question: Are there statistically significant differences at the level of (0.05) between the mean scores of the degree of using reflective practices in the English secondary school female teachers attributed to the variable of the number of years of experience?

To find out any statistical differences between the mean scores of the degree of using reflective practices among Saudi English secondary school female teachers due to the teachers’ experience variable, One Way ANOVA test was used. Results of this test is stated in table (15).

Table (15): Results of "One Way ANOVA" for the differences in the responses of the study sample according to the difference in years of experience

Domain	Source of Difference	Sum of Squares	Degrees of Freedom	Mean Square	Value of P	Statistical Significance
Planning and Implementation	Between Groups	0.170	2	0.085	0.645	0.526
	Within Groups	21.044	160	0.132		
	Total	21.213	162			
Learning Environment	Between Groups	0.439	2	0.220	2.102	0.126
	Within Groups	16.704	160	0.104		
	Total	17.143	162			
Implementation of Teaching	Between Groups	0.089	2	0.044	0.339	0.713
	Within Groups	20.873	160	0.130		
	Total	20.962	162			
Evaluation	Between Groups	0.023	2	0.011	0.066	0.936
	Within Groups	27.529	160	0.172		
	Total	27.551	162			

Table (15) shows that there are no statistically significant differences at the level of (0.05) between the mean scores of the reflective practices of the English secondary school female teachers due to the variable of experience. This is not the case with Rayyan (2014) that found statistically significant differences in the mean scores due to the variable of experience. This may be related to absence of training courses about reflective practices before the teacher practices her job in the

field. The results of the present study are consistent with the study of Abu Sultan (2017) because there were no significant differences between the mean scores of the reflective practices due to experience and academic qualification. In addition, the study of Boukahos (2017) found no relationship between reflective thinking and the teacher's number of years of experience. Also, Hassan (2013) showed that there was a low level of practicing reflective teaching among pre-service Egyptian and Saudi female teachers of the Arabic language and the Islamic studies.

Conclusions

Within the limitation of the study and on the basis of its results, the researcher concluded that:

- 60.1% of the total study sample have more than 10 years of experience and they constitute the most common category of the study sample.
- 85.9% of the study sample have a bachelor's degree, and they are most common category of the study sample.
- The level of using reflective practices among English language female teachers in Riyadh secondary school is great from their point of view, and the most important reflective practices are the learning environment, followed by evaluation, planning and preparation, and then by implementation of teaching.
- The study sample agreed that English female teachers in the secondary stage practiced seven items which represent planning and preparation domain, most prominently:
 - Identifying the degree of harmony between goals and means by which these goals can be achieved.
 - Having a conception in advance for the teaching procedures to be performed.
 - Organizing study plans to achieve the desired goals.

- The study sample approved to a large extent of all the items in the learning environment of the female teachers of the English language for secondary school in Riyadh. The most prominent of these items are:
 - Designing a respectful environment and having rapport between students and teachers.
 - Working to control the behavior of female students.
 - Working on organizing the place (classroom) for teaching.

- The study sample agreed to a high degree on seven items in the field of implementation of teaching among the female teachers of the English language for secondary school in Riyadh, the most prominent of which are:
 - Choosing a good teaching strategy that takes into consideration the needs of female students.
 - Using modern teaching strategies suitable for the English language subject.
 - Encouraging female students to address open-ended questions.

- The study sample agreed to a moderate degree on three items of the field of implementation of teaching, which are:
 - I Compare class meetings I do in order to identify strengths and weaknesses.
 - I make sure I watch classes implemented by other female teachers in the same specialization (English) to benefit from them.
 - I use recordings of the classes which were implemented to view them

- The study sample agreed significantly on five items of the evaluation field, the most prominent are:
 - I keep accurate records of assessment.
 - I keep the readiness of the register of official evaluation marks

- I seek to continuously develop my teaching practices.
- There are no statistically significant differences at the level of (0.05) between the mean scores of the reflective practices among the English secondary school female teachers in relation to the variable of the academic qualification.
- There are no statistically significant differences at the level of (0.05) between the mean scores of the reflective practices among the English secondary school female teachers in relation to the variable of years of experience.

Recommendations

The researcher recommends the following:

1. To include reflective practices in the teacher training program and among female teachers in the Kingdom of Saudi Arabia.
2. To conduct more studies and research on the reflective practices of the female teachers and their relationship to different variables.
3. Motivating and supporting teachers who use reflective practices.
4. Focus on giving training courses which aim at developing the female teachers' reflective practices and their methods of application.

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