

Reflection-Based Workshops for Developing In-Service EFL Teachers' Teaching Writing Processes

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Abstract

The aim of the present study was to investigate the effect of reflection-based workshops on developing the in-service EFL teachers' teaching writing processes. Subsidiary aims of the study include: ascertaining the EFL secondary teachers' perceptions of their writing processes. The study made use of both the interpretive constructivist mode of inquiry and the quasi-experimental research design. The instruments of the study were a writing processes checklist, an in-service EFL teachers' perceptions of teaching writing processes questionnaire and their reaction on reflection-based workshops questionnaire. The sample of the study included 12 in-service EFL teachers at Al-Salhyia Directorate, Sharqyia Governorate. The reflection-based workshops addressed five main processes namely: prewriting, planning, drafting, editing and publishing. Analysis of data indicated a positive impact of the reflection based workshops in developing in-service EFL teachers' perceptions of teaching writing processes and improved their reaction towards them. Findings of the study revealed a positive effect of the reflection-based workshops on developing in-service EFL teachers' teaching writing processes.

Keywords: *reflection-based workshops, writing processes, in-service EFL teachers*

Introduction

Training in-service teachers can be important for teachers to acquire reflective thinking skills, and consequently in preparing learning environments where students can get reflective thinking skills. A teacher who has reflective thinking skills is able to identify problems that may occur in the teaching/learning process and to produce solutions for overcoming such problems. (Shoffner, 2006).

According to Dewey (1933:3), reflective thinking is "the kind of thinking that consists of turning a subject over in the mind and giving it serious and consecutive consideration". Burnett and Lingam (2007) show that reflection helps teachers and

administrators rethink the purposes of education and reshape the programs to meet students' needs. Brandt (2008) also indicates that when feedback and reflection are integrated in the form of reflective conversations between teachers and students, both teachers and students could benefit from the reflective practice. Sockman and Sharma (2008) also show that reflection is a kind of self-examination to judge whether things have been carried out in a suitable and realistic way and to go further and make meaning of one's actions by questioning causes and attitudes. In other words, reflection signifies being immersed in deliberation and self-criticism with the purpose of cultivating ones' teaching practices.

Research conducted by Parsons and Stephenson (2005:113) reflects comments from teachers who engaged in reflective collaboration: tasks led to "deeper thinking about what was actually happening" and they "brought into focus issues which could have been lost". Another teacher comments that the tasks were helpful because they allowed the students "to observe and develop specific areas rather than doing general observations"

Reflection is more fundamental, going beyond working with meaning. This may lead to the change of one's perspectives and the formulation of a 'paradigm shift' resulting in a 'new understanding' of an event. As its description suggests, this is commonly a notion that turns a way of thinking on its head, or, as the colloquial term puts it, 'a thinking outside of the box'. One clear example of a shift in perspective leading to transformative learning might be for a trainee to radically change her perspective to question what the students are doing rather than the teacher-supervisor during a classroom observation.

Research has been conducted on reflective teaching as an essential part in teachers' professional development, (Akbari 2007; Griffiths 2000; Jacobs 2011; Killen 2007). Little has been done to investigate student teachers' reflective experiences during teaching practice. Griffiths (2000:545) argues that reflection is taken-for-granted rather than being made explicit. There is an assumption that student teachers will automatically reflect on their practices.

Many researchers reveal that ELT problems are due to teachers. The unmotivated teachers have marked the Egyptian

educational system. In this line, El-Naggar et al. (2001:62) point out that most teachers are not adequately trained at the pre-service teacher training and receive very little in-service training. They feel that their own English skills are inadequate. Furthermore, they are mostly deprived of compensation.

El-Shafie (2006:87) states that writing is the most difficult skill of all the language skills taught to EFL students. Students cannot develop their ideas when they are asked to write simple or compound sentences. Certain types of grammar mistakes dominate their writings (e.g. sentence structure, conjunctions, tenses, adverbs, adjectives, voice, prepositions, word order, spelling, paragraph development, vocabulary choice, and punctuation). In addition, their sentences are almost Arabic structures literally translated.

The process writing is still neglected in the Egyptian context. In this respect, Ezza (2010:67) points out that writing is still taught in an isolation in the Egyptian context. The English course schedule in the basic and secondary stages in Egypt is still devoted to teaching the mechanics of writing, rather than following the steps of the process writing method. Moreover, when teachers ask students to write about a certain topic, they rush to bilingual dictionaries to find the seemingly equivalent words. They try to translate their ideas into English, without consulting any relevant materials related to the topic.

Ibrahim (2002:67) pinpoints that the exam-oriented nature of the Egyptian pre-university educational system plays a vital role in teachers' use of stereotyped topics of writing. In the pre-university stage, teachers used to give students worn out topics to write about such as Summer holiday, Mother's day, Spring ...etc. Any other topics of writing are discouraged because they will not be included in the exam. Besides, those teachers are not aware of the different strategies that enable them to teach English composition in a good way to their students.

Hartmann (2008: 63) indicates that students tended to use written clichés in the opening sections of their paragraphs. Written clichés are a feature of Egyptian students' English writing. School teachers give students clichés to memorize, imitate and put in any paragraph writing such as "No one can

deny that..." and "There is no doubt that ...". Thus, writing is seen as a subject to show one's proficiency rather than a process of idea generation and thought expression.

In this context, Rabab'ah (2005:22) reveals that in many Arab countries including Egypt, the education systems emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the course. From students' viewpoints, this reduces the value of writing to develop a written product and receiving a grade from the teacher. This approach is not likely to make students interested in writing, which becomes decontextualized and artificial. Moreover, it gives them no real sense of purpose or perspective of a target audience.

As for writing processes, Ahmed (2010:87) indicates that one of the main factors that led to the students' weakness at writing is the lack of using revision and editing processes. These effective processes are highly recommended to the Egyptian students. It would be also useful for teachers to employ peer-review and teacher's commentary on their students' revisions. Teachers should provide a mixture of corrective and constructive comments that would encourage students to improve.

Context of the problem

Most of the in-service EFL teachers have entered the teaching service without giving themselves opportunities to practice reflection through their teaching. Their teaching methodologies and competences become habits or routines. They rarely make connections between theory and practice and between previous and new knowledge (Al-Hadi and Jahin, 2014:11). Moreover, the existing professional development programs only promote the trainer-based training and use the one-way direction method (set and get). Therefore, it has a lack in presenting the trainees real opportunities to reflect as well as to share their regulation. Instead, they are subjected to some stereotyped training programs topics which cannot fulfill their factual needs (Mikayilova, 2015).

The pilot study

As noticed by the researcher from his experience as a teacher of English language, secondary stage students often get

low scores in their writing task. This may be attributed to the regular methods of teaching writing adopted by most of EFL teachers. They impose certain topics on their students. The teachers are accustomed to teaching stereotyped clichés and redundant phrases that can be written in every topic. To verify this, the researcher conducted a pilot study using semi-structured interviews for teachers. Its purpose was to identify the problems faced by in-service EFL teachers when teaching English writing.

Thirty two in-service EFL teachers were interviewed. The interviews covered fourteen questions. The administration of these interviews took place in the second term of 2018/2019. The findings indicated that the in-service EFL teachers confirmed their dissatisfaction regarding their students' writing. They confirmed their weakness in teaching writing as a process. None of the EFL teachers has had any training concerning writing processes. Many consultations had been made with EFL teachers to the need of such training. They were not aware of the reflection that may help in teaching writing processes.

Statement of the problem

Based on the interviews conducted by the researcher, it was noticed that the in-service EFL teachers have a lack in practicing teaching English writing processes. Based on what has been mentioned, reflection based on workshops attempts to overcome this problem. Consequently, the current study seeks to find answers to the following questions:

1. What are the in-service EFL teachers' perceptions of teaching English writing processes?
2. How effective is the use of reflection based workshops in developing the in-service EFL teachers' perceptions of teaching English writing processes?
3. What are the in-service EFL teachers' reaction to reflection based workshops?

Purpose of the study

1. Ascertaining the in-service EFL teachers' perceptions of their teaching English writing processes.

2. Assessing the effectiveness of using reflection based workshops in developing the in-service EFL teachers' perceptions of teaching English writing processes.
3. Identifying the in-service EFL teachers' reaction to reflection based workshops

Significance of the study

1. Identifying the importance of reflection based workshops in developing the in-service EFL teachers' perceptions of teaching English writing processes.
2. Arousing the attention of EFL teachers to develop their learners' writing processes.
3. Grasping the attention of the officials in the Ministry of Education to hold courses and workshops for English language teachers in this area.
4. Clearing the way to the researchers to hold similar studies.

Review of literature

Teachers' learning never ends. That is, teachers' teaching lives consist of two poles: teaching and learning. They are always moving from one pole to the other. In addition to external motivation, teachers learn for their own interests. However, as lifelong learning, continuing professional development is believed to last through a teacher's career from the beginning to retirement (John & Gravani, 2005).

Concepts of reflective learning are not new to the pedagogical discourse on higher education. Dewey (1910: 6) defined reflective thought as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends". The theoretical framework to support the pedagogical strategy of reflection papers includes: 1) concepts of adult education; 2) experiential learning; and 3) critical thinking in writing.

While reflective teacher education is essential for both pre-service teacher education and in-service professional development, the training of reflective thinking is particularly important for pre-service teachers, because they should be able to make their own decisions and professional development after

leaving teacher education programs. Yinon (2007: 958) notes that “prospective teachers would ideally acquire competencies that transcend technical thinking about ‘what to do in the classroom’ and engage in trying to establish relevant connections between theory and practice”. Review of reflective teaching supplies us with a display of explanations of what the construct means or involves.

In this context, Al-Hadi and Jahin, (2014:4) state that reflection facilitates examination of experiences or cases in light of learning objectives, making connections between theory and practice and between previous and new knowledge. Meaningful professional development empowers teachers to engage and collaborate with their colleagues to create communities of practice rather than working in isolation. As a result, EFL teachers are able to focus on what works best, influence student achievement and empower the teachers to refine their craft of teaching.

John and Gravani (2005:10) also conceptualize reflection as “the process of mirroring the environment nonjudgmentally or critically for the purpose of decision-making”. Along the same line, Schon (1987), while depicting reflection as an act of displaying, distinguishes between two types of reflection. The first type of reflection is reflection on action which occurs after a teaching occurrence to allow mental modification and analysis of the actions and occurrences, while the second type of reflection is reflection in action which happens during the act of teaching, interpreting, analyzing, and providing solutions to the intricate situations in the classroom. Scholars reiterate on the importance of reflective teaching. They also investigate the concept of reflectivity from diverse perspectives. Empirical findings of recent studies indicate teachers are positive to enhance reflectivity whilst practicing in their classrooms too. In fact, reflection is a passionate desire on the part of the teachers to modify problematic classroom situations into opportunities for students to learn and develop.

In Dewey’s (1933) terms, reflection is thought to be a purposive attempt which resolves intricate classroom dilemmas

into educative experiences which lead to energize student and even teacher growth and learning. According to him, students, in such a context, become more sensitive and responsive to new and broader educational opportunities. Indeed, effective reflection in teaching takes students out of educational

ruts and makes them more impelled towards learning. He also holds that through reflection, teachers can react, examine and assess their teaching to make logical decisions on essential changes to improve attitudes, beliefs and teaching practices which lead to better student performance and achievement. Also, reflective teaching comes to help meaningful thought and discussion among individuals about teaching and learning that will stimulate suitable change in curriculum and pedagogy.

One of the main goals of reflective practice in teacher education is to cultivate teacher candidates who are skilled at reasoning about their teaching behaviors. For example, teachers should be able to analyze why they incorporate certain pedagogical choices with respect to theory and knowledge, and conclude how they can improve their teaching to maximize student learning (Lee, 2005). Without reflection, teaching methodologies and competences will become habits or routines. Teachers who engage in systematic analysis of the event or teaching practices can not only understand the nature and the role of a teacher at the critical level, but also reach conclusions for educational choices they had made previously or would make in the future. It seems that engaging in reflective practice in itself is a continuous learning process for teachers.

According to Akbari, (2007), multiple professionals in the field have examined, mostly at the theoretical level, the advantages of reflective practices for teacher effectiveness; the construct is greatly believed as one of the most essential schooling factors affecting student achievement gains (Sanders, 2000; Goldhaber, 2002). Findings of the study referred to the influence of teacher reflectivity on student achievement outcomes have been theoretical and this study casts experimental light on the issue. Thus, the results of the study indicate that teacher education programs should inform pre-service and even in-service teachers with the components of

reflective approach to teaching if they want to amend effective teachers, who, in turn amplify student achievements.

For the purpose of the current research, writing was classified into five processes. They were prewriting, planning, drafting, editing and publishing. In line with the importance of implementing prewriting processes in teaching writing, Mogahed (2006:8) adds that the absence of motivating pre-writing activities hinder learners to collect enough ideas and information necessary for writing. The lack of due time and attention devoted to developing writing and its different sub-skills. The other reason for the problem of lack of EFL writing process is the insufficient teaching strategies followed by English language teachers.

Writers should always keep in mind the intended readers during writing. In this regard, Johnson (2008:32) asserts that the planning process is extremely important. It gives the writer an opportunity to consider and reconsider the language used to convey the message. Thus, writers should provide sufficient, truthful, relevant, and clear information to the reader. Writers obtain goals by arranging an effective plan. These plans direct the writer from where they currently are in the writing process, to where the writer desires to be when the piece is completed. The plans, in turn, assist the student writers in developing a concrete message.

In this respect, Mucie (2000:68) adds that the drafting process is not the time to worry about spelling or other errors. Stopping, starting, and making small changes will interrupt the learners' thinking. It is the time to get thoughts on the paper. The key element in this process is to avoid editing and proofreading until having ideas down.

Macaro (2003:43) states that editing is the process where the draft is polished. It is the final step before handing out the final draft. The writer gives attention to mechanics such as punctuation, spelling and grammar. It involves the careful checking of the text to ensure that there are no errors of spelling, punctuation, word choice and word order.

Regarding sharing activities, Seow (2003:56) adds that some activities may include bulletin boards in the classroom,

electronic bulletin boards, multimedia presentations, newsletters, newspapers, oral presentations, as well as journals and writing portfolios. Allowing the students to share writing with other students provides the students with a real audience. A good way to do this is by having an author's chair or having students share orally with other classes. The more opportunities that the students have to publish their work, the more motivated they will develop and refine their ideas. Publishing the students writing encourages their feelings of success and accomplishment.

Siew (2003:91) believes that the teacher plays an important role as a facilitator and a guide in the learning process. S/he should facilitate a collaborative learning environment. Students should be engaged deeply in their knowledge construction through active participation. They can integrate the new knowledge into their own schema and present it in a meaningful way. Zhan (2007:21) clarifies that writing teachers use the process approach to help students work through their composing process. The teacher should function as an ideas generator, encourager, coach and collaborator. A writing teacher could do a good job by giving assignments, marking papers, providing readings and recognizing the complexity of composing.

Besides, in the Saudi context, Al-Hadi and Jahin (2014) carried out a study at the university level. They conducted a study that aimed to assess the impact of critical reflective thinking skills (CRT)-based workshops in developing EFL teachers' teaching and language testing skills. The CRT-based workshops addressed three components: cooperative learning, thinking maps and language testing. Analysis of data indicated a positive impact of the CRT-based workshops on developing trainee teachers' perceptions of their own teaching. They emphasized that there was a positive impact of the CRT-based workshops on developing trainee teachers' perceptions of their language testing skills.

However, there were previous attempts to overcome writing problems in the Egyptian context, but there is still a need to tackle these problems by developing the in-service EFL teachers' teaching writing processes through reflection based on workshops.

Definition of terms

Reflection

Atay (2003) defines the reflection as “the process of recalling, thinking over and assessing any experience by usually considering a certain objective”; and Lee (2005) defines the reflection as “a gradual process including one’s recalling their experience according to circumstance, one’s establishing relationship between their experience (making reasonable), and using experience for personal change and development (reflection)”.

Writing process

Chan (2010:20) refers to it as “a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge”. As an attempt to numerate the writing processes, Mucie (2000: 38) defines it as “a multiple-draft process which consists of generating ideas (pre-writing); writing a first draft with an emphasis on content (to discover meaning/author's ideas); second and third (and possibly more) drafts to revise ideas and the communication of those ideas”. In line to this, Lee (2006:84) refers to it as “a process in which students discover, organize ideas and work through stages of writing, namely: prewriting, drafting, revising, editing and publishing”.

In the present study, reflection is seen as “the process of teachers’ recalling, thinking over and assessing their own teaching by usually considering writing processes through which 1st year secondary students reciprocally write their writing formats (e-mail and paragraph) effectively”.

Method

In order to investigate the effect of reflection-based workshops on developing the in-service EFL teachers’ perceptions of teaching English writing processes, a quasi-experimental design was adopted. The one-group pre-posttest design was used. The participants were assigned to the following conditions: pretest, intervention, posttest. The participants’ scores at the pretest had to be compared to their scores at the posttest.

Study participants

The sample was composed of 12 in-service EFL teachers. It was purposefully drawn from Al-Salhyia Directorate, Sharqyia Governorate. They were trained to reflect on two writing formats (paragraph and e-mail). The experiment was carried out during the first term of the academic year 2019-2020.

Data collection

Data were collected from two instruments developed, validated and used in the study. They were a writing processes checklist and an in-service EFL teachers' perceptions of teaching writing processes questionnaire and a reaction on reflection-based workshops questionnaire. The following is a description of the checklist and the questionnaire.

a. The writing processes checklist

In order to identify that the writing processes are relevant and needed for the process of teaching, a checklist including five dimensions was developed in order to identify the required sub-processes for the 1st year secondary students. The five writing processes dimensions are prewriting, planning, drafting, editing and publishing.

Validity of the checklist

The checklist was submitted to a jury committee of ten TEFL methodology staff members and supervisors to check its validity. The purpose of the checklist was to select the related writing sub-processes needed for teaching. The following table below displays the final checklist recommended by the jury members.

b. Semi-structured focus-group interviews

Participants were asked to articulate their reactions to the reflection-based workshops. Interviews with the participants were included in the research design of the study because of their potential to get teachers to articulate reflection based workshops in developing the in-service EFL teachers' perceptions of teaching writing processes and how the participants make sense of their experiences. The participants were divided into two groups. The first group was formed by teachers of writing paragraphs. The second group was formed by teachers of writing e-mails. The interviews made use of the think-aloud protocol. It covered two main dimensions representing the benefits they obtained and added to their

language teaching as a result of participating in the reflection-based workshops.

Table 1
The final checklist of writing processes

Writing processes	Intended writing sub-processes
Prewriting	The 1 st year preparatory schoolers reciprocally can: 1. use the “5W+1H” questions technique to generate the paragraph words. 2. use mind maps to generate the e-mail words.
Planning	3. identify the format, purpose and the audience. 4. organize a suitable outline related to the type of format .
Drafting	5. choose the best ideas from the planning process to write meaningful sentences. 6. use transitions in their appropriate places.
Editing	7. correct the mechanical errors.
Publishing	8. post the final written format on a classroom bulletin board. 9. use the author's chair to read aloud the final written format .

Content of reflection based workshops

In order to fulfill the aims of the study, the content of reflection-based workshops had to be strongly related to and consistent with those aims. Therefore, the researcher developed two-component content for the workshops: active learning and thinking maps. The workshops content was meant to be experimental, i.e. based on practical tasks carried out by the

trainees. The thinking maps were used to show how they can be used in teaching and learning writing processes.

Procedures

Based on the feedback collected on in-service EFL teachers' work at the end of the first term of the academic year 2019-2020, the reflection-based workshops was conducted for five weeks. The reflection on each one of the writing processes was done for one week. They were prewriting, planning, drafting, editing and publishing. The in-service EFL teachers perceptions of teaching writing processes questionnaire was administered before and after the treatment.

Research Question no.1:

What are the in-service EFL teachers' perceptions of teaching English writing processes?

Table (1) represents the in-service EFL teachers' assessment of teaching writing processes before reflection-based workshops. Based on the results given in Table (1), it can be observed that in-service EFL teachers felt difficulty related to identifying the writing processes.

Table 2.
In-service EFL teachers' perceptions of Teaching English Writing Processes before reflection-based workshops

N	As an EFL teacher, I think I can.....	Mean	SD	Rank
1	provide a variety of pre-writing techniques suitable to the topic.	1.25	.452	1
2	facilitate students' thinking to generate sufficient words related to the topic successfully.	1.67	.492	5
3	emphasize the relationships between words and ideas.	1.67	.492	5
4	associate between planning techniques according to the type of writing	2.08	.669	10
5	stimulate meaningful sentences in drafting process.	1.83	.389	7
6	focus on content in the drafting process.	2.00	.603	9
7	enhance students to do differently during the drafting process for the next writing.	1.50	.674	3
8	encourage students to correct the mechanical aspects reciprocally.	1.75	.622	6
9	provide supportive editing techniques.	1.76	.492	5
10	create warm and supportive climate during writing classroom.	1.85	.515	4
11	vary techniques to maintain students' positive reinforcement.	1.92	.669	8
12	encourage reciprocal peer feedback writing classroom.	1.33	.492	2
13	implement suitable strategies during revision process.	1.76	.651	5
14	create supportive publishing techniques.	1.57	.622	6

As Table (2) shows, the highest average mean refers to the area that in-service EFL teachers suffered from the least. The lowest average mean refers to the area that in-service EFL teachers suffered from the most. The fourteen items were placed by the EFL teachers. For example, item no.1" provides a variety of pre-writing techniques suitable to the topic" took the first place. Item no.5" stimulates meaningful sentences in drafting process" took the seventh place.

Research Question no.2:

How effective is the use of reflection-based workshops in developing the in-service EFL teachers' perceptions of teaching English writing processes?

Table (3) represents the effect of reflection based workshops in developing the in-service EFL teachers' perceptions of teaching English writing processes. Based on these means averages attached to each item, items were ranked according to in-service EFL teachers' perceptions.

Table 3: In-service EFL teachers' perceptions of Teaching English writing processes After reflection based workshops

N	As an EFL teacher, I think I can.....	Mean	SD	Rank
1	provide a variety of pre-writing techniques suitable to the topic.	2.75	.452	2
2	facilitate students' thinking to generate sufficient words related to the topic successfully.	2.75	.452	2
3	Emphasize the relationships between words and ideas.	2.75	.452	2
4	associate between planning techniques according to the type of writing	2.83	.389	1
5	stimulate meaningful sentences in drafting process.	2.58	.515	4
6	focus on content in the drafting process.	2.75	.452	2
7	Enhance students to do differently during the drafting process for the next writing.	2.83	.389	1
8	Encourage students to correct the mechanical aspects reciprocally.	2.67	.492	3
9	Provide supportive editing techniques.	2.58	.515	4
10	Create warm and supportive climate during writing classroom.	2.58	.515	4
11	Vary techniques to maintain students' positive reinforcement.	2.83	.389	1
12	Encourage reciprocal peer feedback writing classroom.	2.58	.515	4
13	Implement suitable strategies during revision process.	2.58	.515	4
14	Create supportive publishing techniques.	2.83	.389	1

As Table (3) shows, the highest average mean represents the area that in-service EFL teachers benefited from the least. The lowest average mean represents to the area that in-service EFL teachers benefited from the most.

The fourteen items were placed by the in-service EFL teachers in only four ranks. This means that they endorsed the significance to each sub- skill in this sub-scale. For example, the first rank was given to items 4,7,11 and 13. Items 1,2,3 and 6 were given the second rank. Item 8 had the third rank. Items 5,9,10,12 and 13 were given the last rank. This represents the in-service EFL teachers attached to these sub-skills since the weight of importance attached to them was more or less similar if not the same.

To ascertain the effect of reflection-based workshops in developing the in-service EFL teachers' perceptions of teaching English writing processes, their assessment of their teaching writing processes before the treatment was compared to their assessment of their teaching writing processes after the treatment. Mann-Whitney U test was used to assess the effect of reflection-based workshops. Figures in Table (4) show a statistically strong positive effect ($p < .01$) of reflection-based workshops on in-service EFL teachers' perceptions of teaching writing processes could help to induce a positive change in this respect.

Table 4.
Mann-Whitney U test analysis of In-service EFL teachers' perceptions of teaching writing processes before versus reflection based workshops

N	As an EFL teacher, I think I can...	Mean Rank		Sig. (.01)
		Pre	Post	
1	provide a variety of pre-writing techniques suitable to the topic.	18.12	6.88	.000
2	facilitate students' thinking to generate sufficient words related to the topic successfully.	17.50	7.50	.000
3	Emphasize the relationships between words and ideas.	17.50	7.50	.000
4	associate between planning techniques according to the type of writing	16.17	8.83	.004
5	stimulate meaningful sentences in drafting process.	16.42	8.58	.002
6	focus on content in the drafting process.	16.25	8.76	.004
7	Enhance students to do differently during the drafting process for the next writing.	17.58	7.42	.000
8	Encourage students to correct the mechanical aspects reciprocally.	16.67	8.33	.002
9	Provide supportive editing techniques.	16.83	8.17	.001
10	Create warm and supportive climate during writing classroom.	17.04	7.96	.001
11	Vary techniques to maintain students' positive reinforcement.	16.75	8.25	.001
12	Encourage reciprocal peer feedback writing classroom.	17.67	7.33	.000
13	Implement suitable strategies during revision process.	16.54	8.46	.003
14	Create supportive publishing techniques.	17.33	7.67	.000

The study participants indicated that the training in reflective based workshops provided them with a positive experience which helped them to develop the skills required in their teaching writing processes. This might be attributed to their reflection on the difference between what was planned and what actually occurred.

Question 3:

What are the in-service EFL teachers' reaction to reflection based workshops?

Table 5.

The in-service EFL teachers' reaction to reflection-based workshops

No.	Trainees' reactions to reflection based workshops The reflection-based workshops provided me with the following...	Frequencies
1.	Using a variety of grouping strategy	33
2.	Ability to reflect on teaching writing processes	34
3.	Awareness of areas of personal strengths and weaknesses.	23
4.	Providing students with immediate feedback	22
5.	Enhancing positive reinforcement	29
6.	Setting high experience during the next sessions.	24
7.	Ability to monitor students' progress.	27
8.	Ability to use different kinds of reflection.	32
9.	Varying prewriting techniques.	26
10.	Awareness of students differentiation.	32
11.	Determining suitable time for each process.	34
12.	Emphasizing peer feedback.	32
13.	Participating in groups reflection.	33

Discussion

The study participants indicated their benefit of the training in reflection . It provided them with positive experience. They had a positive impact on their teaching writing processes. This might be attributed to the importance of practicing reflective thinking during the classroom writing processes. Yinon (2007) asserts that teachers should acquire competencies that transcend technical thinking about 'what to do in the classroom' and engage

in trying to establish relevant connections between theory and practice.

A possible explanation of the results might be related to implementing the reflection workshops, teachers could react, examine and assess their teaching to make logical decisions on essential changes to improve attitudes, beliefs and teaching practices which lead to better student performance and achievement. Also, reflective teaching comes to help meaningful thought and discussion among individuals about teaching and learning that will stimulate suitable change in curriculum and pedagogy. Without reflection, teaching methodologies and competences will become habits or routines (Postholm, 2008).

A further explanation of the results might be attributed to face-to-face immediate and constant kinds of feedback (both trainer and peer feedback) that participants were exposed to during the workshop. This is supported by Farrell (2003) who holds the belief that reflective practice helps to free teachers from impulsive and ordinary behavior. It aids teachers to generate their daily experiences, allows them to act in a decisive critical and intentional style, and elevates their consciousness about teaching, enables deeper understanding and encourages positive change. These studies additionally indicate some points relating reflection and sense of efficacy.

Reflective practice not only made change possible, but also provided each participant - as a teacher and a model with guidelines for colleagues to be able for setting new needs, goals, and plans. In this context, research conducted by Parsons and Stephenson (2005) backed the results of this study provided that they gathered comments from teachers who engaged in reflective collaboration. They stressed that tasks led to "deeper thinking about what was actually happening" and they "brought into focus issues which could have been lost". When Lee (2005) states that "teachers can function as resources for one another, providing each other with assistance on which to build new ideas", he might mean that sharing reflections provide the basis for group empowerment and assumptions. By this, reflective practitioners challenge assumptions and question existing practices. Thus, teachers are engaged to face deeply-rooted personal attitudes concerning human nature, human potential, and human learning.

This –in turn can help what Wailing (2004) aimed at in investigating the effect of mind mapping skills as a pre-writing planning strategy on enhancing the quality of writing of secondary one and secondary four students. This means that writers are able to revisit a certain stage as possible as required. During planning, the writer has to think about three issues (purpose, audience and content structure). Drafting is the first version of a piece of writing. Editing consists of two sub-processes. They are reflecting and revision.

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