Development of an Instrument to Measure EFL Teachers’ Level of Reflective Teaching

Rokhsare Gorbanimoghadam*
Ph.D. in English Language, Faculty of Humanities, Hakim Sabzevari University, Sabzevar, Iran

Mohammad Davoodi**
Assistant Professor, Department of English Language, Faculty of Humanities, Hakim Sabzevari University, Sabzevar, Iran

Mohammad Reza Adel***
Assistant Professor, Department of English Language, Faculty of Humanities, Hakim Sabzevari University, Sabzevar, Iran

Mohammad Reza Amirian****
Assistant Professor, Department of English Language, Faculty of Humanities, Hakim Sabzevari University, Sabzevar, Iran

(Received: 7th, June, 2020, Accepted: 27th, August, 2020, Date of publication: January, 2020)

Although reflective practice is seen as a distinguishing characteristic of professionals, there is limited research providing methods for assessing whether EFL teachers engage in reflection and if so to what extent. With the aim of understanding the level of reflection, this article sets out to develop and validate a new instrument to assess the level of reflection of EFL teachers based on the rubric proposed by Ward and McCotter (2004). The newly devised instrument was developed in a five-point Likert-scale format (ranging from never to always). The ultimate version of the instrument was administered to a random sample of 250 Iranian EFL teachers. The construct validity of this instrument was established through exploratory and confirmatory factor analysis. The results of factor analysis validated a 4-factor model. The reliability of the instrument was also obtained to be 0.816 via the Cronbach’s alpha coefficient. The implication is discussed in the context of language teaching.

Keywords: Levels of Reflection, Reflective Practice, EFL Context, Construct Validity, Factor Analysis.

* E-mail: ghorbanimoghadam_r@yahoo.com: corresponding author
** E-mail: m.davoudi@yahoo.com, phone
*** E-mail: adelzero@yahoo.uk.com
**** E-mail: smr.amirian@gmail.com