



University of Zabol

Faculty of Literature and Humanities

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On the Relationship between Keeping a Teaching Journal, Reflective Teaching, Critical Thinking and Professional Development among Iranian EFL Teachers.

M.A. thesis submitted to the English Department of the Faculty of Literature and Humanities, University of Zabol, in partial fulfillment of the requirements for the degree of Master of Arts in Teaching English as a Foreign Language (TEFL)

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Abstract:

This thesis explores the relationship between keeping teaching journals, reflective teaching, critical thinking and professional development among Iranian EFL teachers. The aim of this study is to ascertain whether keeping teaching journals, reflective teaching and critical thinking positively correlated with professional development of teachers in EFL contexts or not. To this end, eighty-two (82) senior high school teachers including both men and women, working as EFL teachers in eastern cities of Zahedan, Zabol and Kerman were selected randomly. The instruments of the present study consisted of a semi-structured interview protocol on keeping teaching journals (KTJs), designed and prepared by the researchers of this study. The teacher reflectivity questionnaire (Akbari, Behzadpour, & Dadvand, 2010), Honey (2003) critical thinking questionnaire, and the professional development survey prepared by Meagher (2011). The researchers employed Correlation, Multiple regression, and Independent-Samples T-Test in answering the research questions. The result indicated a statistically significant relationship between keeping teaching journals and reflective teaching, reflective teaching and critical thinking skill, keeping teaching journals and critical thinking skills. Multiple regression analysis showed that professional development is significantly related to the variables of keeping teaching journals, reflective teaching, and critical thinking skills. In other words, all the independent variables contributed to the professional development of Iranian EFL teachers. Independent samples T-test indicated that male teachers are better than female ones in keeping teaching journals, critical thinking skills, reflective teaching and professional development. Significant values showed that gender had a great effect on both dependent (professional development) and independent variables (keeping teaching journals, reflective teaching, and critical thinking skills). The findings of this study might be practical and useful for the EFL students, teachers of English (EFL teachers), syllabus designers, educators, curriculum developers, and policy makers.

Key words: critical thinking, Iranian EFL teachers, keeping teaching journals, professional development, reflective teaching.