

Institutional Identity as a Predictor of EFL Teachers' Degrees of Reflectiveness

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Abstract – The present study aimed at investigating the Institutional identity as a predictor of EFL teachers' degrees of reflectiveness. To achieve the objective of the study, 28 females and 22 males aged from 25 to 40, from Iranian teachers who held BA and MA degrees in English language (TEFL, Translation, and English Literature) participated in this study. Two questionnaires were administered to collect the required data concerning the participants' Reflective Teaching and Institutional identity in the present study. The purpose of these two instruments was to collect quantitative data for this study. In the present study, to assess the association between studied variables (including gender, reflective teaching, and institutional identity), some statistical analyses (including Pearson correlation and t-test) were employed to analyze the present data. The results showed significant and positive relationship between the reflective teaching and institutional identity.

Keywords: Institutional identity, Teachers' reflectiveness

1. INTRODUCTION

English language is as an international language for communication among people with different languages. English as the most important language in the instructional fields is taught and learned as a foreign language in Iran. In learning and teaching English as a second or foreign language, teachers play an important role in students' achievement outcomes. Sanders (1998, p.27) held that the "single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers".

Brown (2001) identified qualities of professional language teachers by classifying his ideas into four categories: technical knowledge, pedagogical skills, interpersonal skills, and personal qualities. "Good language teaching should provide opportunities for students to interact. To create an interactive classroom, teachers must understand aspects that can promote students interaction" (Yani, et.al, 2015, p. 5).

Allen (cited in Brown, 2001) mentioned nine characteristics of good EFL teachers. According to Allen, professional EFL teachers must 1) hold a degree in TESL/TEFL, 2) love English language, 3) be critical thinkers, 4) be persistent to upgrade oneself, 5) be independent,

6) get ready to go extra mile, 7) be familiar with cultural adaptability, 8) be a professional citizenship, and 9) love the job of teaching English.

Teachers' degree of reflectiveness is one principal factor that can greatly influence the students' achievement outcomes and may be influenced by institutional identity. According to Navaneedhan (2005),

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching. Reflective teaching involves recognizing, examining, ruminating over the way an individual teaches. As individuals possess their own background and experience, bring certain beliefs, assumptions, knowledge, attitudes and values to teaching (p. 1)

According to Ghafar Samar et al. (2011, p. 3), "Identity, as a generic term, is defined as the type of persons, people perceive themselves or are perceived in a certain context, a self-constructed process which is modified by a number of factors". Teacher identity impacts on effective teaching factors such as the EFL teachers' grade of reflectiveness.

1.2. Statement of the Problem

Alexander and Fuller (2005, p.2) discussed that "few educators, economists, or politicians would argue with the contention that all things being equal, highly qualified teachers produce greater student achievement than comparatively less qualified teachers". Campbell-Jones and Campbell-Jones (2002) described reflection as an "inner dialogue with oneself whereby a person calls forth experiences, beliefs, and perceptions" (p. 134). Teachers' degree of reflectiveness is helpful for students to be able to be reflective and creative and for their achievement outcomes. According to Morita (2004, as cited in Ghafar Samar et al., 2001, p. 2), "Teacher identity, likewise, tries to capture teachers' definition of themselves with relation to their profession, analyzing of teacher identity lead to better understandings of educational theories and practice".

According to Farrell (2008, p. 2), teachers "collect data about their teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching". In spite of the importance of reflective teaching, few studies have examined the teachers' degree of reflectiveness toward teachers' institutional identity. Institutional identity is thought to have some effects on teachers' reflectiveness.

This study attempted to investigate the relationship between Iranian EFL teachers' institutional identity as a predictor and their reflectiveness in EFL Instruction. There have been few researches on the effect of teachers' institutional identity on their reflectiveness in EFL Instruction. More studies need to be conducted to develop true understanding of the factors

which affect teachers' reflectiveness. The current study also attempted to explore the significant relationship between teachers' levels of reflective teaching and their institutional identity.

1.3. Significance and Justification of the Study

In the mainstream education, teachers are the most important components of educational program in influencing student achievement. Wright et al. (1997, p. 63) stated, "More can be done to improve education by improving the effectiveness of teachers than by any other single factor".

Reflective teaching in language teaching area has received a lot of attention from teachers and researchers because of its importance in solving different learning issues. Reflection is a fundamental characteristic in the teaching and learning process for teachers to improve their own teaching by deliberately and analytically reflecting on their teaching processes. Reflection can exert impacts on teachers' identity and institutional identity as well. Braun and Crumpler (2004) posited that teachers' reflective practice improve their sense of efficacy, job satisfaction, and interpersonal relationships with other teachers. In second or foreign language (SL/FL) education research, attention to identity is also increasing.

Various studies on teachers' personality and identity have been conducted by using different techniques of examination and distinctive hypothetical models. The majority of identity studies have been conducted on teachers' professional and institutional identity. Beijaard, Meijer, and Verloop (2004) believed that research on teachers' professional identity focus on the ways "teachers relate to other people, and the responsibilities, attitudes, and behaviors they adopt as well as the knowledge they use" (p.125).

The findings of this study will have pedagogical implications for EFL teachers, language learners, and curriculum developers. This study might have effective implications in the teaching methodology and in the form of educational curriculum development, and classroom instructional design. This research aims to present the consequence of English as a foreign language and the effectiveness of EFL teachers' institutional identity and the EFL teachers' degree of reflectivity among the Sanandajian EFL teachers. It will provide additional insights into the establishment of institutional identity in learning English as a foreign language in the ELT situation in Iran.

The findings of the present study are important to teachers and learners. At the theoretical level, the findings of the present study are expected to affect our view of institutional identity and reflectiveness. The findings will further help us see the state of the institutional identity in a much more comprehensive description and also its relationship with other variables. Teachers' awareness of their institutional identity and reflectiveness help them to achieve their specific goals during teaching process to have effective professional development and help them to develop their identity and express it in words or actions to others.

1.4. Purpose of the Study

The overall objectives of this study were to find the relationship between institutional identity as a predictor and the teachers' degree of reflectiveness in the mainstream education and to investigate the difference between genders in analyzing Iranian EFL teachers' degree of reflectiveness and institutional identity.

2. REVIEW OF RELATED LITERATURE

Teacher reflection can be the process of assessing beliefs, goals, and practices to improve the level of teachers' professional development. Various factors are introduced by researchers in different studies which affecting teacher development. The roots of the term reflection are traced back to Dewey (1933) and his influential book "how we think: a restatement of the relation of reflective thinking to the educational process" which defines reflection as action based on "the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it". Dewey (1964) defined reflection as an important tool for teaching, to let us know where we are standing when we act. It transforms action that is "merely appetitive, blind, and impulsive into intelligent action" (p.12). Reflectiveness used as an important feature of English as a foreign language teacher education and as a central aspect in the professional development of teachers in the recent studies (Akbari, 2007, Akbari et al., 2010, Griffith, 2000, Jay & Johnson, 2002).

Schon's model of reflective teaching emphasizes two main processes: reflection in action to decision making and reflection on action that is retrospective in nature. Reflective practice of teachers is helpful to build their daily experiences, to act in a deliberate critical and intentional manner, to raise their awareness about teaching, to enable them to have deeper understanding and triggers positive change (Farrell, 2003). Reflective practice can offer teachers opportunity to explore attitudes, develop management skills, and reflect on the ethical implications of practice in classrooms and thereby encourages teachers to step back and critically reflect not only on how they teach, but also on why they teach in a particular way. In short, it helps in the evolution of good teaching practices (Javadi & Khatib, 2014, p. 86).

According to Day's (1993, as cited in Farrell, 2007), the classification of hierarchical levels of reflective teaching including (P1) level contains teacher's reflection on behavioral actions in the classroom. (P2) level entails teacher's justifications of their reflections according to teaching theories and (P3) level looks beyond theories and actions to the social context of teaching. Reflective teachers will be flexible practitioners eventually if practiced consistently. Jasper (2003) related reflective teaching practice with enduring learning resulting in the development of autonomous, certificated and self-directed professionals. Reflection offers an opportunity to be less self-admiration in our thoughts and actions, and develop a greater awareness of different attitudes and possibilities (Cunliffe, 2004). Gibbs (1988) reflective practice proposes that people develop analysis of feelings, evaluation of experience etc.

One of the activities to help teacher reflectiveness is action research to empower teachers and teachers' autonomy. Action research process in education help teachers and

learners to examine their own educational practice based on using the techniques of research. Action research emphasizes the involvement of teachers in problems in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education (Borg, 1965, p. 313). Cordingley (2000) suggested that teachers “were attracted to research that was relevant and enabled them to do their tasks more effectively and/or more efficiently” (p. 1). According to Burns (1999, p. 30), the general characteristics of action research are: its contextual, small-scale and localized characteristics; its evaluative and reflective aspect to bring about change and improvement in practice; its participatory to provide for collaborative investigation; the collection of information or data in practice.

Many studies on SL/FL teachers’ identity have been attracting interest in SL/FL education (Clarke, 2008, Duff & Uchida, 1997, Tsui, 2007). Teacher identity tries to apprehend teachers’ definition of themselves with relation to their profession (Morita, 2004 as cited in Ghafar Samar et al., 2011). Lamphere and Leary (1990) reported that personal identity had significantly positive correlations with private self-consciousness and a new endogenic orientation scale whereas social identity had significant positive correlations with public self-consciousness, the self-monitoring scale, and a new exogenic orientation scale. Clarke (2008, p. 8), distinguished two interpretations of language teacher identity: first; “being the teacher” that is learning the skills and knowledge to perform the functions of a teacher and second “becoming a teacher” that is developing a sense of oneself as a teacher.

According to Varghese, et al. (2005), teacher identity was theorized in regard to four main theories including Tajfel’s (1978) social identity theory, Lave and Wenger’s (1991) theory of situated learning, and Simon’s (1995) concept of the image-text and Bakhtin’s (1981) concept of dialogism. The extant and important studies define professional identity as teachers’ concepts or images of self; some as teachers’ comprehensibility and appreciations of their roles; some as reflection or self-evaluation; some as teachers’ appreciations of themselves as an occupational group; and some as a kind of argument to explain, justify and make sense of themselves in relation to others (Beijaard et al., 2004, Coldron & Smith, 1999, MacLure, 1993). Volkmann and Anderson (1999) maintained that “professional identity exists as a complex and dynamic equilibrium where personal self-image is balanced with a variety of social roles that teachers feel obliged to play” (p. 296, my emphasis). Puusa (2006, as cited in Ghafar Samar, 2011) stated that, “institutional identity intends to mean the essence of an institution; that institutional identity offers a circle of meanings for realizing actions and attitudes to the institution members” (p. 7). Identity markers and labels offer individuals a way of defining themselves in relation to the world; that is, “social, discursive, and narrative options offered by a particular society in a specific time and place to which individuals and groups of individuals appeal in an attempt to self-name, to self-characterize, and to claim social spaces and social prerogatives” are the determining factors (Pavlenko & Blackledge, 2004, p. 19).

3. METHODOLOGY

Based on the objectives of this study, the following three hypotheses were formulated:

Hypothesis 1: There is no significant relationship between Iranian EFL teachers' degree of reflectivity and their institutional identity as a predictor.

Hypothesis 2: There is no significant difference between genders in analyzing Iranian EFL teachers' degree of reflectiveness.

Hypothesis 3: There is no significant difference between genders in analyzing Iranian EFL teachers' institutional identity.

3.1. Participants

This study was conducted in the private language institutes and high schools in Sanandaj, Iran. The sampling used to select participants was based on the availability of respondents. The participants of this study were 50 EFL teachers whose age ranged from 25 to 40 years old. The teachers were 28 females and 22 males aged from 25 to 40, holding BA and MA degree in English language (TEFL, Translation, Literature). It is important to mention that the effect of EFL teachers' age range that can be an effective factor in teachers' reflectiveness and institutional identity was ignored in this study.

3.2. Instrumentation and Data Collection techniques

The researchers used the following two questionnaires to achieve the goals of the study:

1. Behzadpour Reflective Teaching Questionnaire (2007) was modified and used for measuring reflective teaching in this study included 55 items in a multiple-choice test format with a five-point likert scale, consisting of five options of never, rarely, sometimes, often, and always, which has been devised based on six factors; Cognitive, Metacognitive, Affective, Practical, Critical, and Moral. 2. Institutional identity questionnaire for EFL teachers were adapted and modified from Organization for Economic Co-operation and Development (OECD), Teaching and Learning International Survey (TALIS), (2013) and London's (1983) work about (are used in) career identity. This questionnaire comprised two main sections used to measure the effectiveness teachers' institutional identity. The instrument used for assessing institutional identity in this study included 40 items in a multiple-choice test format with five-point Likert scale, consisting of five options of strongly disagree, disagree, undecided, agree, and strongly agree. In part one, there was *background* information. In part two, there were forty statements to express the teachers' institutional identity.

3.3. Procedure

The study was conducted in semester two of the 2014-2015 academic year. The researchers distributed the questionnaires among Sanandaji teachers. After sampling, the participants were required to answer Behzadpour Reflective Teaching Questionnaire and Institutional identity questionnaire for EFL teachers. By giving Behzadpour Reflective Teaching Questionnaire and Institutional identity questionnaire for EFL teachers to them, the obtained Data were later inserted into SPSS to measure descriptive statistics such as the mean, standard deviation,

frequency, and percentage of each group; and Pearson correlations and t-test were used to determine if there was any significant difference between participants. This study followed a quantitative method.

4. DATA ANALYSIS AND RESULTS

First, data screening was done to examine probable problems with the data. Just a case of outlier was evident, but as the tests of the Kolmogorov - Smirnov and Shapiro - Wilk (Table 1) indicated the assumption of the normality of the data distribution in the pretest and post-test, there was no need to remove it.

Table 1: Data Normalization

Reflective Teaching Questionnaire	Institutional identity questionnaire		
120	120	N	
91.6	91.2	Mean	Normal Parameters(a,b)
1.984	1.059	Std. Deviation	
.160	.184	Absolute	Most Extreme Differences
.145	.172	Positive	
-.160	-.184	Negative	
.654	.523	Kolmogorov-Smirnov Z	
.745	.234	Asymp. Sig. (2-tailed)	

a Test distribution is Normal.

b Calculated from data.

As displayed in Table 1, the ratios of skewness and kurtosis over their respective standard errors were within the ranges of +/- 1.96; hence the data are normal.

The purpose of measurement instrument credibility is to see if again one re-measured attribute with the same device (or similar device, comparable with that) under the same conditions, the obtained results to what extent is accurate and reliable. The reliability index for the questionnaires for the main sample estimated through Cronbach's Alpha showed acceptable values.

Table 2: Case Processing Summary for the main sample

		N	%
Valid		50	100.0
Cases	Excluded	0	.0
	Total	50	100.0

Table 3: Reliability Statistics (main study)

	N of items	Cronbach's Alpha Based on Standardized Items	Cronbach's Alpha
Reflective Teaching	55	.880	.870
Institutional Identity	40	.830	.820

In the following table, you can see the information related to the participants' age in both men and women. As you can see from the total 50 respondents, the youngest of them was 23 and the eldest of them was 45 years old. The average age of respondents was 30 years old.

Table 4: Descriptive Information about the Participants' Age

	N	Minimum	Maximum	Mean	Std. Deviation
age	50	23	45	30.66	4.931
Valid N (listwise)	50				

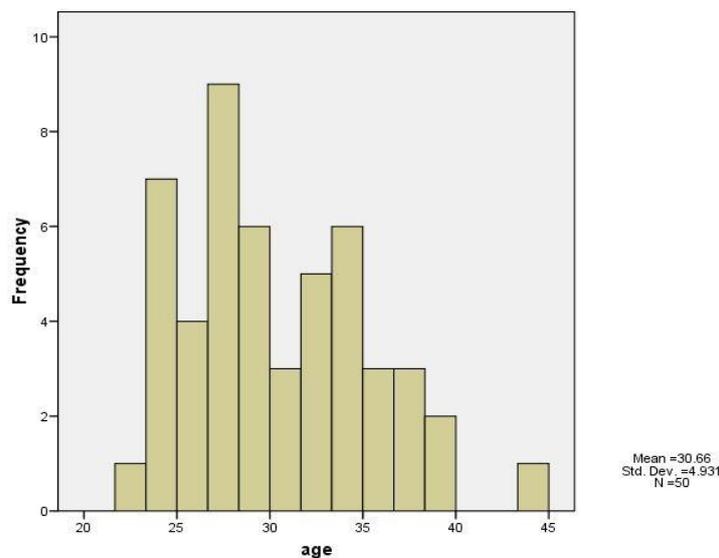


Figure 1: the diagram related to the participants' age

In the following table, you can see the information related to the gender status of respondents in both men and women. As you can see from the total 50 respondents, 22 were male and 28 were female.

Table 5: Descriptive Information about the Participants' Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	22	44.0	44.0	44.0
Valid female	28	56.0	56.0	100.0
Total	50	100.0	100.0	

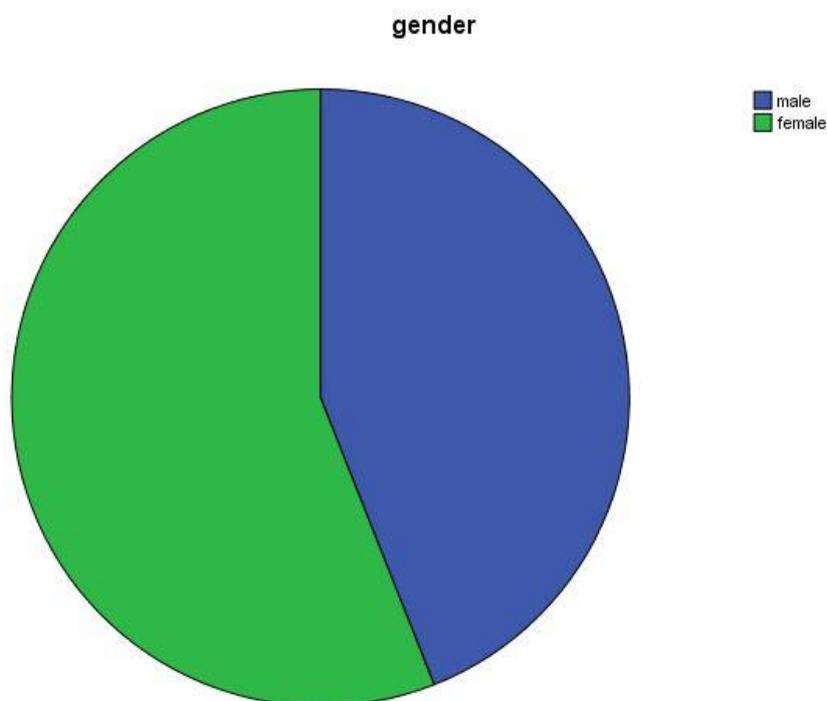


Figure 2: The Diagram Related to the Participants' Gender

In the following table, you can see the information related to the respondents' academic degree. As you can see from the total 50 respondents, 23 had BA and 27 had MA.

Table 6: Descriptive Information about the Participants' Academic Degree

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BA	23	46.0	46.0	46.0
MA	27	54.0	54.0	100.0
Total	50	100.0	100.0	

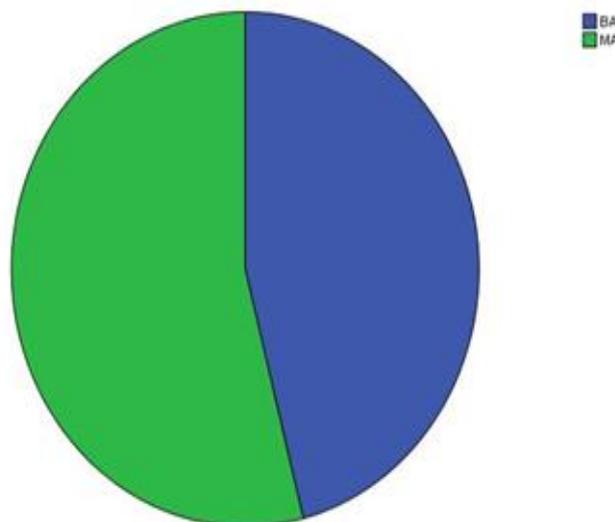


Figure 3: The Diagram Related to the Participants' Academic Degree

In the following table, you can see the information related to the respondents' major in education. As you can see from the total 50 respondents in this study, most of the respondents' major in education was TEFL and only one of the respondents had linguistics major.

Table 7: Descriptive Information about the Participants' Major

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid TEFL	33	66.0	66.0	66.0
English literature	7	14.0	14.0	80.0
English translation	9	18.0	18.0	98.0
Linguistics	1	2.0	2.0	100.0
Total	50	100.0	100.0	

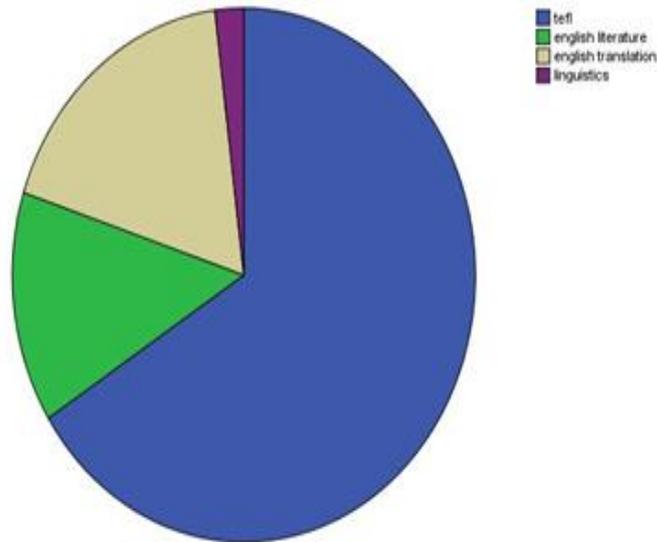


Figure 4: The Diagram Related to the Participants' Major

In the following table, you can see the information related to the respondents' experience of teaching in years. As you can see from the total 50 respondents in this study, the experience of teachers were from 1 to 14 years, with an average of 5.20 experience of teaching in years.

Table 8: Descriptive Information about the Participants' Experience of Teaching in Years

	N	Minimum	Maximum	Mean	Std. Deviation
Experience	50	1	14	5.20	3.162
Valid N (listwise)	50				

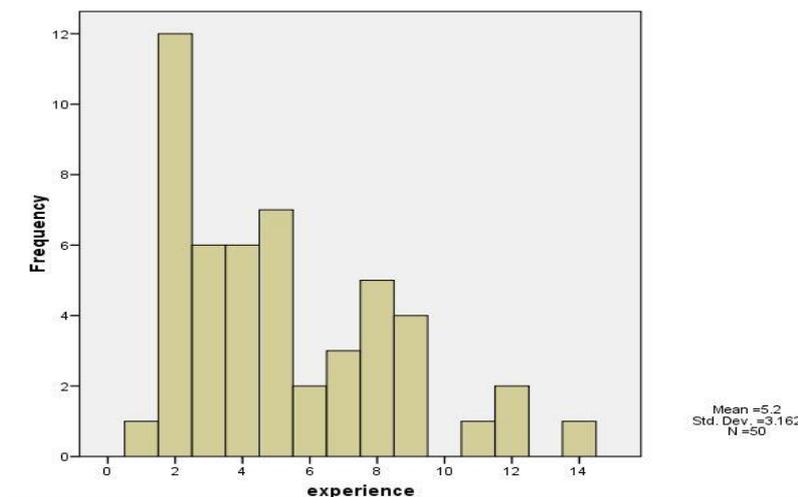


Figure 5: The Diagram Related to the Participants' Experience of Teaching in Years

The relationship between EFL teachers’ degree of reflectivity and their institutional identity was analyzed by Pearson correlation coefficient. The obtained results showed a strong positive correlation between the two variables is, $P < / 000$ and $r = 0/746$, $n = 50$. On the one hand these findings suggested that the amount of EFL teachers’ degree of reflectivity has high correlation with the effectiveness of their institutional identity. On the other hand, the coefficient of two variables can be calculated to determine the amount of shared variance between them. To obtain this value, the obtained correlation coefficient should be squared. In the example below, by squaring the value of Pearson's ($r = 0/746$) is 0.746, the researchers found that the common variance is 0.5565. This means that EFL teachers’ degree of reflectivity can explain common variance and the effectiveness of their institutional identity change. The positive relationships between two variables indicate as high as EFL teachers’ degree of reflectivity, the amount of the effectiveness of their institutional identity is high.

Table 9: The EFL Teachers’ Degree of Reflectivity and Their Institutional Identity Correlations

		Behzadpor	institutional
Behzadpor	Pearson Correlation	1	.746(**)
	Sig. (2-tailed)		.000
	N	50	50
institutional	Pearson Correlation	.746(**)	1
	Sig. (2-tailed)	.000	
	N	50	50

** Correlation is significant at the 0.01 level (2-tailed).

The stronger the association of the two variables, the closer the Pearson correlation coefficient, r , will be to either +1 or -1 depending on whether the relationship is positive or negative, respectively. Therefore, the printouts indicate that the strength of association between the variables is very high ($r = 0.746$), and that the correlation coefficient is very highly significantly different from zero ($P < 0.001$). In conclusion, the null hypothesis that emphasized the nonexistence of the relationship between two under considerate variables is rejected and the opposite hypothesis is approved.

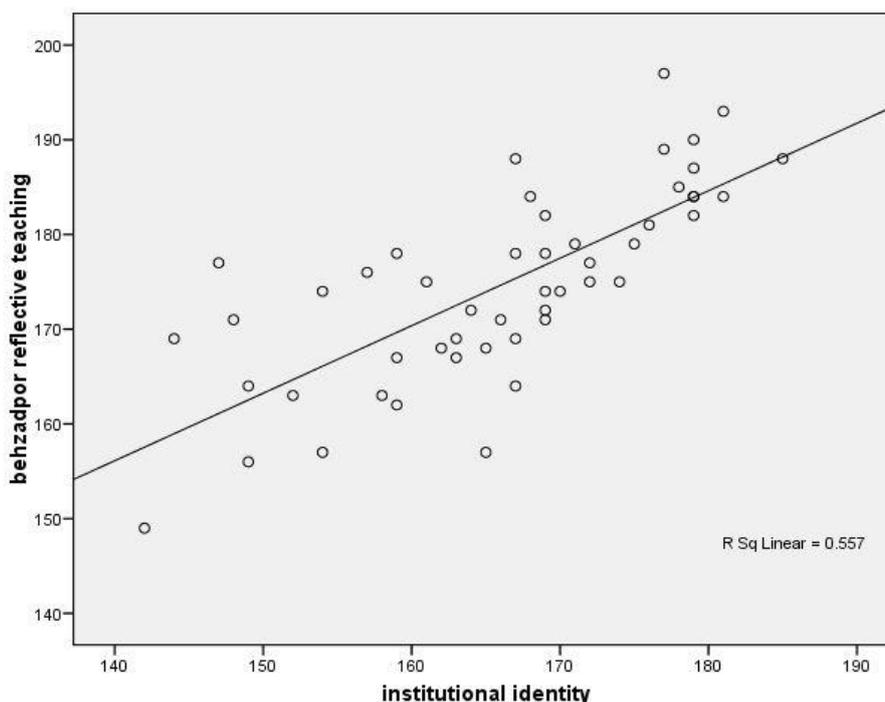


Figure 6: the scatter plot of the EFL teachers’ degree of reflectivity and the effectiveness of their institutional identity

To test to see whether your two variables form a linear relationship, we simply need to plot them on a graph (a scatter plot, for example) and visually inspect the graph's shape. Finally, the direction and intensity scatter plot shows the relationship between two variables.

The Independent Samples t Test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. The Independent Samples t Test is a parametric test. For answering the second question, the researchers could use an independent t -test to understand whether EFL teachers’ degree of reflectivity differed based on gender (i.e., the present study’s dependent variable would be “EFL teachers’ degree of reflectivity” and the independent variable would be "gender", which has two groups: “male” and “female”).

Table 10: Group Statistics for EFL Teachers' Degree of Reflectivity

gender		N	Mean	Std. Deviation	Std. Error Mean
behzadpor	male	22	174.77	10.142	2.162
	female	28	174.68	10.471	1.979

Table 11: Independent Samples Test for EFL Teachers' Degree of Reflectivity

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Upper	lower
Behzadpor	Equal variances assumed	.020	.889	.032	48	.975	.094	2.942	-5.822	6.010
	Equal variances not assumed			.032	45.877	.975	.094	2.931	-5.806	5.994

Note. The negative 95 % lower bound confidence interval of -5.822 indicated that the difference between the two groups' means on the degree of reflectivity could have been zero. Thus the above mentioned conclusion as no significant difference between the two groups' means was correctly made.

An independent t-test was run to the means of male and female subjects' on the degree of reflectivity in order to prove that they enjoyed the same level of degree of reflectivity. Based on the results displayed in Table 4.7 it can be claimed that the male (M = 174.77, SD = 10.142) and the female (M = 174.86, SD = 10.471) groups had almost the same means on the degree of reflectivity.

The results displayed in Table 4.8 ($t(48) = .032, p = .975$) indicate that there was not any significant difference between the two groups' mean scores on the degree of reflectivity. Since $p < .889$ is more than our chosen significance level $\alpha = 0.05$, we cannot reject the null hypothesis, and conclude that the mean degree of reflectivity for male and female is not significantly different. Thus it can be claimed that they enjoyed the same level of degree of reflectivity.

It should be noted that the assumption of homogeneity of variances was met (Levene’s $F = .20, p = .889$). That is why the first row of Table 4.8, i.e. “Equal variances assumed” was reported.

To answer the third question, the researchers ran an independent t-test to see whether EFL teachers’ institutional identity differed based on gender. For this question, the dependent variable was “EFL teachers’ institutional identity” and the independent variable was “gender”.

Table 12: Group Statistics the Effectiveness of the EFL Teachers' Institutional Identity

gender		N	Mean	Std. Deviation	Std. Error Mean
institutional	male	22	166.68	11.433	2.437
	female	28	165.64	10.289	1.944

Table 13: Independent Samples Test for the effectiveness of the EFL teachers' institutional identity

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	lower
institutional	Equal variances assumed	.308	.581	.338	48	.737	1.039	3.078	-5.150	7.228
	Equal variances not assumed			.333	42.764	.741	1.039	3.118	-5.250	7.328

Note. The negative 95 % lower bound confidence interval of -5.150 indicated that the difference between the two groups’ means on the effectiveness of institutional identity could have been zero. Thus the above mentioned conclusion as no significant difference between the two groups’ means was correctly made.

An independent t-test was run to male and female subjects’ means on the effectiveness of institutional identity. Based on the results displayed in Table 4.9 it can be claimed that the male ($M = 166.68, SD = 11.433$) and the female ($M = 165.64, SD = 10.289$) groups had almost the same means on the effectiveness of institutional identity. Based on the results displayed in Table 4.10 ($t(48) = .338, p = .737, F=0.308$) indicate that there was not any significant difference between the two groups’ mean scores on the effectiveness of institutional identity. Since $p < .581$ is more than our chosen significance level $\alpha = 0.05$, we cannot reject the null hypothesis, and conclude that the mean EFL teachers’ degree of reflectivity for male and

female is not significantly different. Thus it can be claimed that they enjoyed at the same level of the effectiveness of institutional identity.

It should be noted that the assumption of homogeneity of variances was met (Levene's $F = .308, p = .581$). That is why the first row of Table 4.8, i.e. "Equal variances assumed" was reported.

5. DISCUSSION

The relationship between EFL teachers' degree of reflectivity and their institutional identity was analyzed by Pearson correlation coefficient. The obtained results showed a strong positive correlation between the two variables is, $P < / 000$ and $r = 0/746, n = 50$. On the one hand these findings suggested that the amount of EFL teachers' degree of reflectivity has high correlation with their institutional identity. On the other hand, the coefficient of two variables can be calculated to determine the amount of shared variance between them. To obtain this value, the obtained correlation coefficient should be squared. The positive relationships between two variables were as high as EFL teachers' degree of reflectivity, the amount of their institutional identity is high. MerryField (1993 as cited in Ferwana 2006), mentioned that "over the last decade there has been an interest in reflection as a tool for improving practice in education. Numerous scholars have developed rationales, conceptualization and methods for encouraging reflection as an integral part of classroom teaching and teacher education" (p. 21). The findings of the present study verify Ghafar Samar et al, (2001) impression that

Both teachers' institutional identity and teacher efficacy seem to influence teachers' practice and theory of their career. A teacher's practice is affected by several variables related to the person (e.g. personality characteristics) and institution (e.g. facilities). These variables, according to SCT, can be influenced by the teacher, as well. On the other hand, institutional identity is the consequence of a series of associations among various teacher-institution attributes (P. 5).

To find the relationship between participants' gender in degree of reflectivity and institutional identity, the comparison with the average of two independent samples and t-test method was used. Because these two variables were independent of each other and they had no effect on each other. Based on the results displayed in Table 6 it can be claimed that the male ($M = 174.77, SD = 10.142$) and the female ($M = 174.86, SD = 10.471$) groups had almost the same means on the degree of reflectivity. Based on the results displayed in Table 4.8 ($t(48) = .032, p = .975$) it indicate that there was not any significant difference between the two groups' mean scores on the degree of reflectivity. Since $p < .889$ is more than our chosen significance level $\alpha = 0.05$, we cannot reject the null hypothesis, and conclude that the mean degree of reflectivity for male and female was not significantly different. Thus it can be concluded that they enjoyed the same level of degree of reflectivity. The findings are in line with Ansarin, Farrokhi and Rahmani (2015), who reported that there was no significant difference between males and females at the three levels of reflection including Pre-Reflection, Surface, and Critical.

Based on the results displayed in Table 8 it can be claimed that the male ($M = 166.68$, $SD = 11.433$) and the female ($M = 165.64$, $SD = 10.289$) groups had almost the same means on the institutional identity. Based on the results displayed in Table 9 ($t(48) = .338$, $p = .737$, $F=0.308$) it can be concluded that there was not any significant difference between the two groups' mean scores on their institutional identity. Since $p < .581$ is more than our chosen significance level $\alpha = 0.05$, we cannot reject the null hypothesis, and conclude that the mean EFL teachers' degree of reflectivity for male and female is not significantly different. Thus it can be claimed that they enjoyed the same level of institutional identity.

In the mainstream education, teachers are the most important components of educational program in influencing students' achievement. Reflection is a fundamental characteristic in the teaching and learning process for teachers to improve their own teaching by deliberately and analytically reflecting on their teaching processes. In the present study, the researchers wanted to consider the Institutional identity as a predictor of EFL teachers' degrees of reflectiveness. The findings in the present study demonstrated that there is a meaningful and direct relationship between EFL teachers' degree of reflectivity and their effectiveness of institutional identity. Reflection can exert impacts on teachers' identity and institutional identity as well.

The value of the findings of the present study lies in the fact that almost all the claims related to the influence of teacher institutional identity on their reflectiveness have been theoretical and this study sheds empirical light on the issue. Thus, the results of the study imply that pre-service and even in-service teachers should familiarize with the influence of institutional identity and reflectiveness on their teaching process. The correlation between identity and reflectiveness in the present study can be explained by a look deep into the nature of the concepts and a brief look on the literature. The essential quality inherent in the two variables is a desire to teach well. As it is evident, upon dissecting the two variables, they all have qualities, which aim at a common goal, that is, the better presentation of opportunities to the teachers' development.

6. CONCLUSION

In the present study the respondents considered teachers' degree of reflectiveness as an effective factor in improving EFL teachers' institutional identity. Regarding to the limitation of the present study, it can be concluded that to have high degree of reflectiveness helps teacher in improving their institutional identity. The findings in the present study demonstrate that there is a meaningful and direct relationship between EFL teachers' degree of reflectivity and the effectiveness of their institutional identity. The results of the statistical analysis showed by an increase in EFL teachers' degree of reflectivity, the effectiveness of their institutional identity is improved.

7. LIMITATIONS OF THE STUDY

Any studies carried out in an EFL context, will have some possible limitations and delimitations. The limitations and delimitations of which can restrict the validity and

generalizability of findings of the study. The small sample size of participants restricted to Sanandaji EFL high school teachers and may not be representative for all of the other EFL teachers. It is possible that teachers' responses may not be representative of their real behavior. The effect of EFL teachers' age range in this study may be considered—an effective factor in teachers' effectiveness of institutional identity. This study focused on Iranian teachers who have taught English as a foreign language.

8. PEDAGOGICAL IMPLICATIONS

The improvement in EFL teachers' degree of reflectivity may be associated with their institutional identity. Penner and Wymer (1983) found that personal identity showed a stronger relationship with private self-consciousness and social identity was more strongly correlated with private self-consciousness. Improving EFL teachers' degree of reflectivity and the effectiveness of their institutional identity lies in helping EFL teachers become successful teachers to teach independently and effectively. The findings are interpreted to have pedagogical implications for EFL teachers, language learners, curriculum developers, and those who took part in the study. Improving EFL teachers' degree of reflectivity helps them in recognizing, examining, ruminating over the way an individual teaches. Teacher's familiarity with and the effectiveness of their institutional identity affecting academic growth of populations of students. Improving institutional identity helps teachers to achieve their specific goals during teaching process. Curriculum developers' familiarity with EFL teachers' institutional identity helps them provide teachers with opportunities to develop their identity and express it in words or actions to others. Teachers' sense of their reflectiveness and their institutional identity may determine their attitude towards the changes in their teaching.

9. RECOMMENDATIONS FOR FURTHER RESEARCH

This study was an attempt to investigate the relationship between EFL teachers' degree of reflectivity and the effectiveness of their institutional identity. Because of The importance of teachers' degree of reflectivity in improving the effectiveness of their institutional identity, searching the following subjects could be pursued in future research: 1) the impact of the effectiveness of EFL teachers' institutional identity on the learners' language achievement, 2) The relationship between teachers' degree of reflectivity and the effectiveness of their institutional identity by considering the age range of participants, 3) The relationship between the effectiveness of EFL teachers' institutional identity and their self- efficacy, and 4) The relationship between teachers' degree of reflectivity and the effectiveness of their institutional identity by using other questionnaires.

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