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**The Effect of the Reflective Thinking Mental Activity on EFL
Pupils' Written Production**

**Case Study: 3rd Year Scientific Baccalaureate Pupils at Bouraoui Laaridi Sadik
Secondary School -El Tarf**

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in
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We hereby certify that this research work entitled “The Effect of the Reflective Thinking Mental Activity on EFL pupils’ Written Production”, supervised by Mrs. Sana Bouras in the academic year (2019-2020), and submitted to the department of English at Chadli Benjedid University, El-Tarf for the requirements of the award of the Master degree, has not been previously submitted to meet requirements of an award of this study or any other higher education institution. To the best of our knowledge and belief, this dissertation contains no material previously published or written by other person. Hence, it is our own work, and any information used was properly cited in the reference list to avoid any act of plagiarism.

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“Knowledge is in the end based on acknowledgement”

-Ludwig Wittgenstein-

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List of Abbreviations and Acronyms

AW: Academic Writing .

H: Hypotheses.

Q: Question.

L2: Second Language

RW: Reflective Writing

TA: Thought and Action

Abstract

The present study attempts to investigate, in depth, the effect of the reflective thinking mental activity on pupils' written production, then measuring the level of reflection of the third year Scientific Stream baccalaureate pupils of Bouraoui Laaridi Sadik Secondary School, El-Tarf, besides its impact on their written production. To reach this target, we opted the quasi experimental method to see the effect of the reflective thinking mental activity on the written production of pupils and to measure their writing skill improvement. Henceforth, a pretest was administrated to the pupils to diagnose their level and on the other hand, a posttest was done to validate the results obtained after the treatment . The obtained findings have confirmed our hypotheses which stipulate that "If the reflective thinking mental activity is applied, pupils' written production will be improved" and "if the pupils are aware of the reflective thinking elements, they will take them in consideration when they write". In fact, the results obtained after the comparison between the pretest and the posttest have strongly emphasized our hypotheses by considering that the reflective thinking mental activity leads to the development of the written production of the pupils .

Key words: reflective thinking mental activity, written production, level of reflection, quasi experiment.

ملخص

تهدف هذه الدراسة إلى التحقيق بعمق في تأثير النشاط الذهني للتفكير الانعكاسي على الإنتاج الكتابي للتلاميذ، ثم قياس

مستوى الانعكاس لتلاميذ السنة الثالثة بكالوريا الذين ينتمون الى الجذع العلمي بثانوية بوراوي لعريضي الصادق -

الطارف- إلى جانب تأثيره على إنتاجهم الكتابي. للوصول إلى هذا الهدف، اخترنا المنهج شبه التجريبي لمعرفة تأثير

النشاط العقلي لتفكير الانعكاسي على الإنتاج الكتابي للتلاميذ وقياس تحسن مهاراتهم في الكتابة. وعلى هذا الأساس قام

الباحث بإجراء امتحان قبلي وآخر لاحق للتحقق من صحة النتائج المتحصل عليها بعد العلاج . تم استخدام الوسيّتين

بشكل مكثف لمعرفة تأثير النشاط العقلي للتفكير التأملي في الإنتاج الكتابي للتلاميذ . اكدت النتائج التي تم الحصول

عليها فرضيتنا التي تنص على "اذا تم تطبيق النشاط العقلي للتفكير التأملي فسيتم تحسين الإنتاج الكتابي للتلاميذ و اذا

كان التلاميذ على دراية بعناصر التفكير الانعكاسي فسيأخذونها في الاعتبار عند الكتابة". في الواقع بعد المقارنة بين

الاختبار القبلي و الاختبار البعدي اكدت بشدة فرضيتنا من خلال اعتبار ان النشاط العقلي للتفكير الكتابي الانعكاسي

يؤدي الى تطوير الإنتاج الكتابي للتلاميذ .

الكلمات المفتاحية : النشاط الذهني للتفكير التأملي ، الإنتاج الكتابي، مستوى الانعكاس، المنهج شبه التجريبي.

Chapter One

Introductory Chapter to the Research Problem

Chapter One

Introductory Chapter to the Research Problem

Introduction

Reflection becomes a very important part of education and should take a part across all of its levels mainly secondary school level. The value of reflective learning is commonly accepted in the educational circles as a means of improving learners' long life learning and professional life learning. So, this study investigates the effect of reflective thinking mental activity on the written production of the third year pupils . This chapter presents the statement of the problem along with the aims of the study. It also covers the hypotheses, the research questions, the significance of the study and the method used which consists of the research design, the participants and the data collecting instruments and procedures.

Statement of the Problem

Reflective thinking is one of the most ignored mental activities especially in teaching the writing skill because according to Rodgers (2002), reflection is a very complex rigorous, intellectual and emotional enterprise that takes time to do well; therefore, it does not take too much attention. However, reflective thinking and thinking reflectively are somehow underrated especially in secondary school in the English language and in the writing skill.

As secondary school third year pupils who are facing many problems in their written production, they need to know how to think reflectively while developing their piece of writing. Despite the benefits of reflective thinking for pupils but it still neglected in the secondary school .Thus, pupils who are very weak in writing and unfamiliar with the reflective thinking mental activity will get an opportunity to improve their writing level especially in the written production and exactly in writing a paragraph.

Aims of the Study

The main aim of the study is to explore the effect of reflective thinking mental activity on the pupils' written production. By doing so, we are shedding light on an important mental activity which is somehow ignored by both teachers of secondary school and their pupils, determining whether relying on this mental activity will help in developing pupils' written production and give the pupils an opportunity to practice their writing skill far from the traditional way of the instructional production of the piece of writing.

Research Questions

In order to conduct our research about the effect of the use of the reflective thinking mental activity in improving the writing skill, it is necessary to ask the following questions:

- To what extent the reflective thinking mental activity can improve the pupils' written production?
- Which element of reflective thinking mental activity should be aware of when they write reflectively?

Research Hypotheses

On the light of the above questions, we hypothesize that:

- I.** If the reflective thinking mental activity is applied, pupils' written production will be improved.
- II.** If the pupils are aware of the reflective thinking elements, they will take them in consideration when they write.

The Significance of the Study

This research is significant because it contributes to:

1. Help the pupils to improve their written production level.
2. Help English teachers to implement an effective mental activity to enhance the pupils' written production.
3. Dissuade the researchers to adjust their way of teaching throughout the use of the reflective thinking mental activity .
4. Open the doors for creation and innovation of the educational curriculum.
5. Benefit the teachers as they can reverse their role from mainstream teaching to taking the role of coach or guider.

Research Method

Research Design

To verify the content of these hypotheses, we relied on the quasi experimental method. We used the quasi experimental method to verify the effect of the reflective thinking mental activity on the written production of the pupils. The quasi experimental method helps us to report valuable data to be analyzed. As such, our research yields a quantitative data.

Participants

The current enquiry was conducted with one group which is selected from the Scientific Stream at Bouraoui Laaridi Sadik secondary school, El- Tarf, during the first trimester of the academic year (2019-2020). Additionally, we worked with the third year scientific baccalaureate pupils within the same class , it has been mainly worked on a sample of twenty (N=20) pupils randomly selected from the same group.

Data Gathering Tools

So as to collect the needed data for the present research, the pretest was conducted with the selected group. It was specifically consecrated to investigate the general level of the pupils written production and how can the reflective thinking help them to improve their written production . The posttest , on the other hand, was designed to know how the treatments sessions, which cover the lessons that are related to the reflective thinking mental activity, can improve the pupils written production .

Structure of the Dissertation

This study is composed of five chapters .The first chapter is an introduction to the study that constitutes of the statement of the problem , the aims of the study , research questions, the hypotheses, the significance of the study , the research design and the overall methodology .

The second chapter is devoted to the reflective thinking mental activity and the writing skill literature review .The former comprises of the definition of reflective thinking, its importance and aims , its elements , its reflective practice definition and models .The latter , on the other hand, entails the definition of the writing skill, its importance, its main approaches , the reflective writing (the definition and the structure), the difference between the reflective writing and the academic writing ,the obstacles of reflection and the assessment of the reflective writing .

The third chapter introduces the research method including the approach used in the study, the target population, in addition to the instruments used in collecting data.

Additionally, the fourth and the fifth ones present the practical part; the fourth section analyzes the obtained data by means of pretest and posttest which are done for the pupils to

prove or disprove our suggestion concerning the hypotheses. The final section is devoted to provide a deep discussion of final result and the implications derived from the results and some suggested recommendation.

Conclusion

This chapter has introduced our research which is about “The Effect of the Reflective Thinking Mental Activity on EFL Pupils’ Written Production “starting by presenting our research problem and overview about the other research sections. Hence, the present section is very important because it gives general description about the study being examined.

Chapter Two

Literature Review about Reflective Thinking and the Writing Skill

Chapter Two

Literature Review about Reflective Thinking and the Writing Skill

Introduction

This chapter is designed to provide a general overview about the reflective thinking mental activity and the writing skill. It provides common definitions related to the term reflective thinking besides the characteristics and the factors of reflection, its importance for learners. It also sheds lights on its elements, its components, its famous models of the reflective practice, its effective use and some strategies to illustrate it. In addition, the second part is designed to provide an overview about the writing skill, its importance for the learners, its different approaches of learning, its conventions, reflective thinking and writing, the reflective writing, structure of reflective writing and its use ending with the main obstacles of reflection and the way of the assessment of this mental activity.

Part One: Reflective Thinking

Reflective thinking is term which composed from two parts: reflection and thought and in order to understand this term we need to clarify first its two main parts:

Definition of Reflection

Dewey (1933) compared reflection to a random cursing of things which go through our minds which required the succession of things that we thought of; however, it is totally different because if something occurred in irregular way or order it does not suffice and work.

In other words, reflection involves not simply sequence of ideas but a consequence of consecutive ordering in such a way that each idea determines the next one as its proper outcome while each in turn leans back on its predecessors. The succession of the reflective

thought demands that one thought supports the other in which thoughts do not come and go in medley but each phase is a step from something to something else (Dewey,1933) .

Reflection can be divided in three main elements which are self-awareness, self-improvement, and self-empowerment:

- Concerning self-awareness, one is required to think about himself, his experiences and his view of the world.
- In the self-improvement, the person is in a position to learn from his past experiences and he wants to improve some area of his life.
- In the self-empowerment, the person should put in control himself in order to make changes and to behave in different way in his future life (Jha& Shah, 2018).

According to Dewey (1933) ,one of the main factor of reflection is to be about something which means the basic in other words from where the learners develop and connect their thoughts which can be the text book readings but since Dewey sees reflective thinking as an active activity ; so this basis should come from active activities like classroom interaction.

Definition of Thought

Thought is something abstract which goes through our minds, Dewey (1933) wrote about thought and said “everything that comes to mind, that goes through our heads is called a thought” (p.1). Accordingly, we can describe the term thought by giving it four senses; the first sense is about being conscious of everything that goes around us. The second sense is about excluding what we cannot directly feel with our five senses. The third is about meaning which is limited to a belief that is based on evidence. The last sense is about supporting that belief in which the ground or the basis for that belief called the reflective thought.

The thought can be accepted or rejected based on the level of the probability of its belief. So the way of believing in the thought can be divided into two kinds, first when the belief in the thought is accepted if their grounds which means their first existing beliefs have not been taken in consideration. Second one is when the belief in the thought is accepted because their grounds have been examined (Dewey ,1933).

After clarifying both terms that constitute reflective thinking, we come to define it. "The word "reflective" is produced from the word reflection in English and "reflecto" in Latin" (KuS,2014, p.190)." The roots of reflective thinking go back to Socrates"(KuS,2014, p.190)."However, the systematic method of reflective thinking was created by John Dewey" (KuS,2014, p.190).

Dewey (1933) wrote that "reflective thinking is active, persistent and careful consideration of a belief or supposed form of knowledge of the ground that supports it and further conclusions to which that knowledge leads" (p.6). According to Sandars (2009), reflection is a metacognitive process that occurs before, during or after developing a greater understanding of the self and the situation , so that future encounters with the situation are informed from previous encounters (as cited in Jha & Shah, 2018).

To put it in other words, in order to think and to write reflectively, we need to go through steps:

- we need to experience something.
- we should think about what had happened .
- we learn from the experience.
- we should apply what we had learned.
- we all think reflectively but we are not aware of that;

in fact, there is an example provided by KuS (2014) explain those steps: For example: you miss the bus because you were late; you think of going early next time, in this way, you go throughout the experience of missing the bus, then you think about what happened, you learn from that past experience, as a result, you go early next time and you do not miss the bus again .

The Characteristics and Factors of Reflection

According to Rodgers (2002), there are two main characteristics of reflection that make it difficult to integrate it for educators. First, there is no common language to discuss reflection and the second is that there is no specific method to observe its occurrence.

Gustafson and Bennett (2002) claimed that reflection needs time because learners took time to learn from their experiences besides that they took time to explore the given topic for them and also time and exploration are two main factors for the occurrence of reflection , so learners need to practice the factor of the time; hence, teachers should apply the appropriate method such as reading.

In addition to, Locke (1974) argued that reflection demands the learners' metacognition; it required from the learners to think about their own thinking. Besides, he added that metacognition is one of the factors for the occurrence of reflection. That is to say, the mind observes its own procedures; the learners think about their own thinking process.

According to Dewey (1933) ,one of the main factors of reflection is to be about something which means the basic in other words from where the learners develop and connect their thoughts which can be the text book readings but since Dewey sees reflective thinking as an active activity ; so this basis should come from active activities like classroom interaction.

The Importance of Reflective Thinking

Dewey (1933) identified that reflective thinking helps learners to identify what they had already learned from their experience and what they need to learn by incorporating few changes. He also added that it is a dynamic process which helps the learner to learn from his experience and apply it to solve real life problems.

In addition, learners who think reflectively become aware more and control their learning by actively assessing what they know, what they need to know and how they bridge that gap (Sezer,2008; as cited in Jha & Shah , 2018). Also, an important role of reflective thinking is to act as a means of prompting the thinker during problem solving situations because it provides an opportunity to step back and think of the best strategies to achieve their goals (Rudd, 2007;as cited in Choy & Oo ,2012).

Reflective thinking is very important for all the levels of learning, according to Jha and Shah (2018), reflective thinking is very essential to develop the learners' higher order thinking skill during their school and after college. It can help learners finding solutions in complex and unpredictable situations.

According to Tutor (2015), reflective thinking helps learners develop higher order thinking in both abstract and conceptual terms to apply specific strategies in novel tasks and to understand their own thinking and learning strategies.

Dewey (1933) argued that reflective thoughts do not aim at knowledge but rather aim at belief about facts or truths. Those who express such thoughts do not expect credence but rather credit for a well.

Also, reflection has got many purposes such as discovering facts that demanding for the solution of a perplexity for the steadying and guiding factor into the entire process of

reflection; it helps to fix the problem that we encounter at the end of thought and the end of the controls of the process of thinking (Dewey,1933).

Reflective Thinking Elements

Dewey (1933) suggested two sub processes that are involved in every reflective operation: state of perplexity hesitation, doubt and search or investigation. Hence, the former is the shock of coolness which causes confusion because it is suspended belief and unexpected. The latter is directed towards bringing to the light further facts which serve to corroborate or to nullify the suggested belief, for example, the turning of head, the lifting of eyes, the scanning of heavens are activities adopted to bring to recognition facts that one will answer the question presented by the sudden coolness.

Nguyen, Fernandez ,Karsenti and Charlin (2014) acknowledged that there are five core components that allow thinking process to become reflective: thoughts and actions (TA); attentive, critical, exploratory and iterative process (ACFI); the underlying conceptual frame (CF); the view on change (VC) ; the self (S). All thinking processes contain some form of content that is processed. So, if reflection is a distinct form of thinking, it must differ by its content which means what one thinks about when reflecting; its process which means how the one thinks when reflecting. Accordingly, the core components are classified based on the content, the process or on both.

The Content Related to Thought and Action (TA)

It is related to the first component of reflection which is (TA). It refers to beliefs, experiences, actions, situations, ideas. It includes two main elements which are the cognitive content and non-cognitive content. The cognitive content refers to the knowledge, ideas and problem solving; the non-cognitive content includes the actions and the experience (Nguyen

et al. , 2014) .In Mezirow (1990) words, it refers to “all what the one can perceive , think , feel or act “(as cited in Ngugen et al., 2014,p.1180).

The Process Related Component of Reflection

It is related to the second component of reflection which is “ ACEI” . It deals with the process of the reflective thinking. The term is a combination of several views of scholars among them we mention the view of Dewey (1933) who acknowledged that “thinking should be active, persistent and careful” (p.6) and this results the term “Attentive”.

The Content Related Component of Reflection

It contains CF that stands for the underlying conceptual frame, meaning the grounds that support the view of change VC. Further conclusion to which tends modification to correct the self S means internally in terms of self (Nguyen et al.,2014).

The following figure summarizes those components:

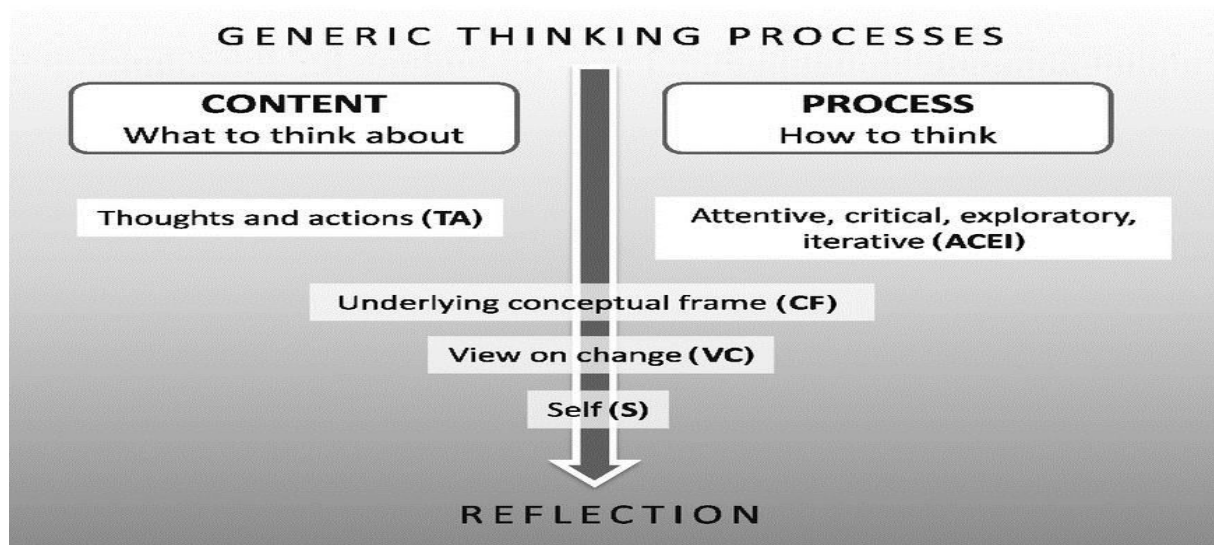
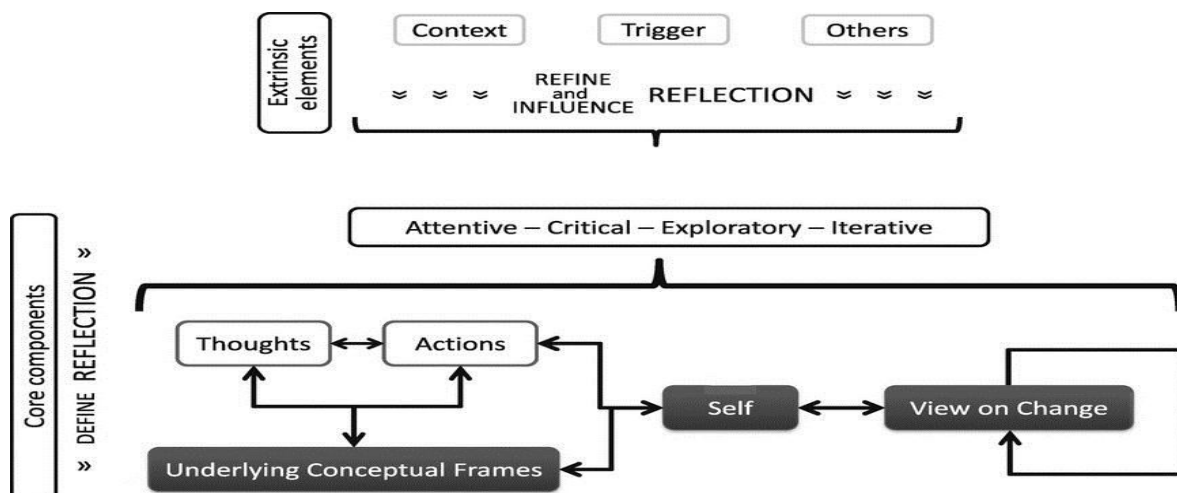


Figure2.1. The Components of the Reflective Thinking(Nguyen et al.,2014,p.1181).

The Extrinsic Elements of Reflection

There are two extrinsic elements in reflection: the trigger of reflection and the content of reflection. First, the trigger of reflection refers to the experience i.e. the person may remember from three kinds of experience which are the recognized experience, the recalled experience and the actual experience. Second, the content of reflection which refers to the academic factors like setting, timing that the reflection can happen before, during and after. Also there are factors like the feelings (Nguyen et al.,2014).

The following figures represent the core components of reflective thinking:



Figuer2.2. The Core Components of Reflective Thinking and the Extrinsic Elements of Reflection (Nguyen et al.,2014,p.1182) .

Core components	TA	TA + ACEI	TA + ACEI + CF	TA + ACEI + CF + VC	TA + ACEI + CF + VC + S
Nicolas and issues at work	Nicolas thinks about issues at work	Nicolas thinks about issues at work in ways that are attentive, critical, exploratory and iterative	Nicolas thinks about the <i>underlying</i> reasons for the issues at work in an ACEI way	Nicolas thinks about the issues at work and the reasons underlying them in an ACEI way, and tries to resolve both the issues and the underlying reasons	Nicolas thinks about <i>his</i> issues at work and the underlying reasons. He thinks about what these say about him and how they relate to him. He does so in an ACEI way in order to change the way he behaves and works

TA, [one's] thoughts and actions; ACEI, attentive, critical, exploratory and iterative [thinking]; CF, [the underlying] conceptual frame; VC, a view on the change; S, self.

Figuer2.3: A Model of the Reflective Thinking(Nguyen et al.,2014,p.1183).

Reflective Practice

Reflective practice is the capacity to reflect upon someone actions in order to be a part from the process of the continuous learning (Wikipedia, as cited in “What is reflective practice?” 2020). It could be found in many disciplines like teaching, medicine and social work; it helps people learn from their real life experiences. People in these fields can learn from their experiences and took from them lessons to their future(“What is reflective practice”,2020).

Models of Reflective Practice

Knowing the models of the reflective practice can help writers structure their reflective thinking and reflective writing; thus, it is important to be aware of the famous models of the reflective practice.

Kolb Experiential Learning Cycle (1984)

The first famous model of the reflective practice is Kolb learning cycle (1984); this cycle composed of four main elements: the experience, the observation and the reflection of

the development of the ideas and last the testing of these experienced ideas. First, the learner should go through an experience, then he should observe and make a reflection about it, next in the development of the ideas, the learner should learn from his experience; last in the testing of the ideas in practice, he should plan and try what he had learned; for example, you experience a presentation of five minutes in class and you have received a low mark, you observe that you are forgetting the content, you talk to you teacher to get advice on the presentation techniques to prepare differently next time and when you prepare differently next time you will make notes to avoid forgetting and you respect the limited time of five minutes(“What is reflective practice ”,2020).

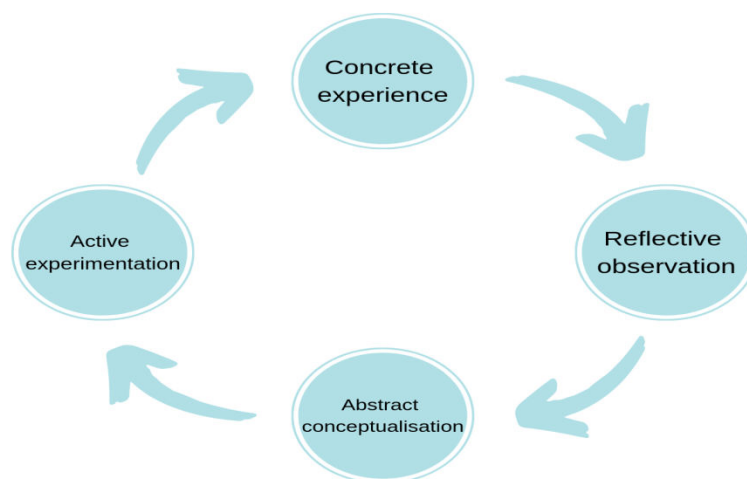


Figure 2.4: Kolb Learning Cycle adapted from “What is reflective practice” (2020).

In addition, Kolb model also suggested that people learn from their experience. It consists of four stages which are concrete experience, reflective observation, abstract conceptualization and active experimentation. In the concrete experience, the learner starts with an experience either old or new for him. In the reflective observation, he reflects on that experience and notices anything new. In the abstract conceptualization, he is supposed to develop new ideas as a result of the new experience. In the active experimentation, the learner applies what he had learned from the experience (“ What is reflective practice ” , 2020).

Schon Model (1983)

The second famous model is the one of Schon (1983) who presented the two main concepts of reflection: on action and in action. In action or what is called the during reflection, the learner needs to go through an experience, he should be limited in his way of thinking and think about what to do next and he should act directly. On the other hand, reflection on action or what is called the after reflection is completely different in which the learner should think about something that had already happened. Also, he should think about how to act in different way next time and he should take his time (KuS,2014).

For example, you are in a lecture and you cannot focus well with the explanation because you are thinking of something else like lunch, but you need to benefit from lecture so you decided to take notes. In other words, you are thinking during the lesson; you notice that you cannot remember the lecture. Therefore, you make notes during the lecture to discuss with your peers the matter on and search for explanation for the ambiguous points that you face and find solution for your questions (KuS, 2014) .

Besides, The Open University (2019) also sheds light on reflection in action and reflection on action. Reflection in action is that quick thinking and reaction that occurs when you are engaged in an activity. It allows you to observe a situation, consider its causes and react differently to that situation. However, reflection on action is when you think again about what happen more deeply about reasons and why you make some decisions over another. Your response will depend on your existing level of knowledge and experience.

ERQ Cycle (2013)

The ERQ Cycle was proposed by Jasper in 2013 which is one of the simplest models of reflection that contains only three stages which are experience, reflection, and action. In

this model, we go through an experience either it is from our past or new one and it could be positive which means good or negative which means bad. Once, the learner experiences something, he will start thinking and he will reflect basing himself on what happens and by examining his feeling about that he will decide the next step which is his action. Thus, every action will result another experience and so on ("What is reflective practice",2020).

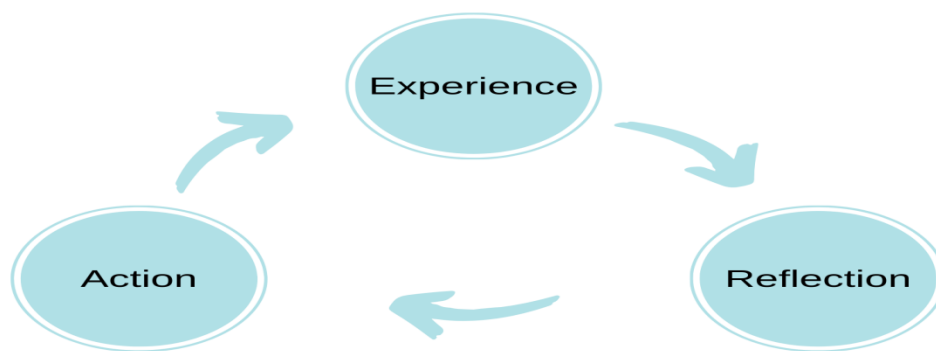


Figure:2.5. ERQ Cycle adapted from “What is reflective practice” (2020).

Driscoll “What Model” (1990)

This model was developed by Driscoll in the mid of 1990. This model is based on three key questions which are what? So what? Now what? First, we should describe “what the situation is”. Second, by asking the second question, we are reflecting on our experience. Third, we are required to think about the action that we will take as result for the reflection (as cited in “What is reflective practice” ,2020).



Figure: 2.6. Driscoll What Model adapted from “What is reflective practice” (2020).

The Reflective Cycle of Gibbs (1988)

The model of Gibbs contains six stages which are description, feelings, evaluation, analysis, conclusion, and action plan. Gibbs’ focus is on the idea that we should reflect based on the experience, so in this way, it encourages the learners to take in consideration their feelings during and after it. Then, it comes the evaluation of the experience; if it is good or bad and the analysis of its result to arrive at the conclusion .At the end, the learner is in a position to make a plan in case; he may face similar situation in the future so he will know how to act (“What is reflective practice“, 2020).



Figure:2.7: The Reflective Cycle of Gibbs adapted from “What is reflective practice” (2020).

Guidelines for the Effective Use of Reflective Thinking

In order to use the reflective thinking in effective ways, we should take into consideration many elements:

- Time should be taken into consideration: when we plan for the learning activity that is why allocating sufficient time for reflection is necessary.
- The length of the activity: the activity should be brief, so the teacher should schedule a short brief activity so as to recapture the experience for the students and let them think about it.
- The teacher should serve as a facilitator and guide in developing skills in analyzing a past learning experience for his students; the teacher should encourage the student to recount their experience to others, so there by strengthening the insights gained.
- The teacher implicitly will be a part from students' experience by being aware about the feeling especially the positive and the pleasant ones, as a result, the teacher evaluates the experience in the light of the learner's intent (Tutor, 2015).

Strategies for Using the Reflective Thinking

Reflective thinking can be used within a variety of ways and strategies among them we mention: the self-analysis, the writing journals and the portfolio. In the self-analysis, the reflective student or teacher is able to make a record of his or her success or failure in employing a strategy or solving problems and issues confronted and significance of learning events that occurred; for example, a student or teacher can commit himself in self-analysis when reflecting on why he succeeded or failed at home task (Tutor,2015).

In the writing journals, the student can give a description of the teaching and the learning events, the outcome of the event, the value or worthiness of the outcomes and causes of success or failures; for a student, he is asked to enter into his daily journals daily and to give his own self-analysis. In addition, the portfolio is one of the strategies that the student can use to apply the reflective thinking, in which the portfolios personal document includes honest and on the spot account of the experience. It includes the student first hand observation and personal knowledge that will be needed in the analysis changes in the values of being developed (Tutor, 2015).

Part Two: Writing Skill

Definition of the Writing Skill

Writing is one the four skills in which many researchers and scholars have suggested many definitions. According to Nunan (1991), writing is viewed as one of the complex cognitive skill for the writer because it demands to control many variables in many ways. First, the control of variable at the level of the sentences in which the content, the format, structure, vocabulary, spelling and letter formation are required to be taken inconsideration. Second, cohesive and cohesion of paragraph and text are needed in the level of the way of making the structure and illustrating the information.

Also Naveed and Bhowmik (2016) acknowledged that the writing skill is one of the means of communication through graphic symbols governed with certain conventions starting with form of words to create sentence; thus, rules should be followed to create a logical piece of writing.

Writing involves both the writer who plays the role of the producer and the reader who plays the role of the perceiver. According to Crystal (2006), writing is a way of

communicating that uses a system of visual marks as symbolic letters (as cited in Rao, 2019). Also, according to Richards and Schmidt (2002), writing is viewed as a result of complex processes of planning, drafting, reviewing and revising (as cited in Rao , 2019).

The Importance of Writing

According to Fareed, Ashraf and Bilal(2016), writing is one of the main part of teaching and learning process of grammar and syntax that is why writing is considered as one of the important skills for the learners who play a role on its growth as skill. As a result, developing this skill should be one of concern of the teaching and the learning processes in education.

Writing is considered as one of the most important skill because it has got many advantages. As Walsh (2010) suggested that writing is important because it is used in higher education and in the work place. If students do not know how to express themselves in writing, they will face problem how to communicate well with their professors, employers, peers or just with anyone else (as cited in Klimova, 2013).

The Approaches to Teaching and Learning Writing

Product-Based Approach

It is called by many names such as the text based approach, the controlled –to-free approach, the guided composition (Kaimes, 1983; Silvia, 1990; as cited in Tangpermpoon, 2008). This approach aimed at reinforcing the L2 writing in terms of grammatical and syntactical forms (Tangpermpoon, 2008). It provides the students with models such as paragraphs, sentence –combing and rhetorical pattern exercises (Tangpermpoon,2008).

According to Zakime (2018), product approach or product writing is an approach which sheds light of on the final product of the students. In this approach, students are not required to generate or make brain storm for their ideas but rather to mimic the main features of the given text.

In the product approach, there are four main stages which are the model text, the controlled practice, the organization of the ideas and the final product. In the first stage, students are exposed to a model of a text and they are required to read and produce a similar product in their features like grammar and the style (Zakime ,2018).

This kind of writing demands less creativity and more knowledge of generic features. In the second stage, the teacher should provide students with the key features to write the next genre. This kind of practice may involve gap-fill activities, true or false activity. In the third stage, it is time for students to start thinking about what they want to write and organize their ideas. In this stage , they can work in groups or peers . In the last stage, students produce their own text, the product writing does not focus on draft but teachers should provide their students with feedback on their product (Zakime, 2018).

The product based approach has got many advantages. First, it helps learners to learn how to write the English composition systematically following logic rhetorical patterns such as narration, description and persuasion. Second, they learn how to use vocabulary and sentences structures of each rhetorical type pattern in appropriate way. Finally, it helps the instructors to make students aware about the different grammatical structures (as cited in Nemouchi, 2014) .

Process-Based Approach

The process-based writing is about the way the writers work to solve their writing tasks from the beginning stage to the end of the writing production (Tangpermpoon, 2008). According to Zakime (2018), the process approach to teaching writing allows teachers and students go through processes in order to produce their piece of writing. In the process of writing, students need to think about what they are going to write, make a draft, revise, edit and based on the feedback giving by the teacher they will be able to make their final versions.

In a typical process of writing lesson, there are five main stages that the writer goes through: pre writing, the writing stage, the revising stage, the editing and the final version. In the first stage, students are required to come up with ideas; this stage might include brainstorming, planning, organizing and the selecting of the ideas. In the second stage, learners can start with making their first draft; this process can be done individually or collaboratively. In the third stage, learners look back to their text and make some changes, the feedback by the teacher is important in this stage and they will write another draft and this means returning back to the writing stage. In the fourth stage, learners can give their draft to another one to read it and this means proofreading their drafts. In the fifth stage, it comes the time to produce their final version which will be read by the teacher (Zakime,2018) .

Process-based approach has got a number of benefits. First, learners are able to learn how to compose writing in L2. Second, students can improve their writing skill step by step since the instructor helps them during the process of writing by giving his feedback and provide them with enough time and opportunity to develop a sense of audience through peer and teacher review and this helps them to not consider other view point about their pieces of writing (Bowghry ,1997 ;as cited in Nemouchi,2014).

Genre-Based Approach

Etymologically, the word genre is derived from the French word meaning “form” or “type”. Then, originally, the word “genre” which is also used in Biology science means “genus” referring to the classification of flora and fauna(Stokes, 2006; Himawan,2007;as cited in Dirgeyasa,2016,p.45).This means that the early concept of genre is to classify the species into a certain class due to its typical similar characteristic (Dirgeyasa,2015; as cited in Dirgeyasa,2016,p.45).

Martin (1999) proposed that there are phases of teaching and learning the writing skill which are modeling, deconstructing and language understanding (as cited in Dirgeyasa, 2016). Also Firkins, Foreyand and Sengupta (2007) suggested three stages which must be followed in the teaching and the learning process of the genre approach which are the modeling of the text, the joint construction and the independent construction of the text.

First, in the modeling of the text, there are four main steps which are the choice of the model by the teacher to be followed by the students; second, teachers and students discuss that type of the genre; third, students need to understand the function of the text; fourth, students then study the vocabulary usages of certain genre grammatical or structural pattern of the procedure and then they practice based on that. In the joint construction, students start to do more practice for the genre of writing and they are guided by the teacher before they become independent writers(as cited in Dirgeyasa,2016).

Writing Conventions

According to Kautzer (2010), the conventions are a set of generally accepted stander for the written English language. The aim of using such conventions is to make our piece of

writing more readable and facilitate for the readers to understand what we meant to say. The conventions include spelling punctuation, capitalization, grammar and sentence.

Students should be aware of the conventions when they write by respecting the rules. First, they should spell the words correctly .Second, they should put the right punctuation in the correct place to guide the reader through their papers. Third, students should use the correct tenses of the verbs. Fourth, they should write sentences with complete thoughts which means when they start a though they should finish it to the end. Fifth, they should write an organized paragraph and use some transitions (kautzer ,2010).

In addition, they should be aware of the various kinds of writing because each one has its conventions like the narrative, the descriptive, the expository and the persuasive. In the narrative writing; students should cover the characters, setting and plot . In the descriptive, the writing of the students must appeal to the senses through the use of vivid, colorful and precise vocabulary. In the expository, the students must inform, clarify, explain, define or instruct. In the persuasive, the students must present their argument which are based on facts and logic and attempt to convince the reader why their opinion should be taken in consideration (Kautzer, 2010).

Reflective Thinking and Writing

According to KuS (2014), there are many different points between academic writing (AW) and reflective writing (RW). First, reflective writing is considered as a personal account for the writer because it is related to his personal experience (as first person) and take in consideration his personal view, while the academic writing is impersonal because it targeted author or readers and consider their views (third person). Second, reflective writing is based on the contemplates which require from the writer to think careful many times before starting

writing, but the academic writing focuses on arguing and justifying the reasons behind using such ideas in the written production. Third, RW aims at finding solution to the problems that meet you in your life; however, the AW aims at finding the similarities and the differences in another way to compare and contrast.

Reflective Writing

According to What is reflective practice (2020), writing reflectively needs the critical analysis of the writer's experience and its impact and how to plan to do in the future .It helps to reflect deeply and to take the best action .Moreover, the main important thing is to be analytical rather than descriptive, that is why in reflective writing you are writing as the first person, you should make your own analysis and you should be subjective, also reflective writing is a tool to challenge assumptions and a time investment.

Structure of Reflective Writing

In order to write a reflective piece of writing, the writer needs to ask three main questions: what? So what and what next? For the first question, the writer needs to ask himself what am I writing? To do so, he needs to describe what happened for him and who was involved in his personal experience.

Secondly, the writer should make an interpretation about what is the most important, interested, relevant, and simply take the useful aspect about the situation and look for the way to explain it. At the same time, he tries to compare with another similar situation to find similarities and differences.

Thirdly, for the question what next? It is about the outcome which means the learned lesson from that experience and how he can apply it differently in the future ("What is reflective practice", 2020).

The Use of Reflective Writing

Reflective writing can be used in many fields like study or work and it can be used by students or common people because it is related to their real life experience .So, we can use reflective writing when we write a job application, appraisals, the written feedback, the blogging, during the research and in the academic writing(“What is reflective practice” ,2020).

In the case of the job application, students could be asked to reflect in an academic assignment especially when the topic is related to their real life circumstances. In the case of appraisals, students can flashback in time and write about certain period of time like making a record about that period(“What is reflective practice” ,2020).

In the case of the written feedback, you are supposed to give a feedback either positive or negative. For example, you buy online product and you are asked to give a feedback about your experience with that product(“What is reflective practice” ,2020).

In the case of blogging, you can share you experience and your daily life and share your opinion, also you talk about what you like and dislike and this represent a good example of the reflective writing. Also, you can use it when you are making a research because as a researcher you can think about the project and the way for its improvement; in the case of the academic writing, students can use the reflective writing when they are asked to write topics related to their real life experiences(“What is reflective practice” ,2020).

Obstacles of Reflection

According to Jackson (1990), using reflection can be difficult due to the following reasons:

- It is time consuming: if teachers give meaningful feedback through the formative assessment processes to the learners on their individual reflection this will result in hours of work each day .
- It creates a deal of diversity: individual learners reflection will demonstrate many differences between them .
- It creates difficulties in scoring because such assignment cannot be done in a fair manner because every learner has a different way of thinking.

Habermas (1971) suggested a doctrine of interest that is to say; the human constructs knowledge according to three fundamental interests and these interests are related to the fundamental orientation of human thinking by which humans develop means and methods for promoting life and these interests are the following :

- Technical Interest stands for the human desire to control the environment through the principles of positivism (Habermas,1971). The author added that the main purpose of this interest is to produce predictable outcome, also the careful monitoring of the input and the output mechanism(Habermas,1973).
- Practical Interest: according to Grundy (1987), the practical interest refers to the human desire to understand the surrounding environment through the social interaction. Its main characteristics include the communication, the mutual understanding and the argumentation and its main purpose is to achieve consensus among the participants (Habermas,1971).
- The Emancipatory Interest :according to Habermas (1971), the emancipatory interest refers to the human desire for autonomy and responsibility which is achieved through the self-reflection i.e. individuals consider the meaning and consequences of their actions .

Models for the Assessment of Reflection in the Written Production

The Model of Hatton and Smith

According to Hatton and Smith (1995), there four main levels of reflection that help you to know how the reflective process is done:

1. The Descriptive Level :in this level , the learners are supposed to only describe an event that happened for them without mentioning it causes .
2. The Descriptive Reflection Level : in this level , learners are supposed to explain and to give reasons about the choice of the experiment.
3. The Dialogic Reflection : in this level , reflection is considered to be personal , so this level involves questioning things and considering alternatives such as including “I wonder , what if” .
4. The Critical Reflection Level : in this level , learners are supposed to take in consideration everything including the events , the questions , the assumptions and the consequences of decision or the action .

The Model of Ash and Clayton

Ash and Clayton(2004) suggested a guided process for facilitating the assessment of reflection which consists of eight main processes:

- The description of the experience.
- The analysis of the experience based on three categories : personal, academic and the civic experiences.
- The identification of the learning category.
- The articulation of the learning experience by asking four main

question which are what did I learn, how ,what does it matter for me and how can use it ?.

- The analysis or the revision using the learner own critics.
- Finalize the learning statement in order to full fill all the learning objective in each category .
- Benefit from the new learning experiences in order to take an action to test the reached conclusion .
- The continuity of the reflective process to arrive at making a relation between the current situation and the future situations.

Conclusion

At the end of this chapter, we have covered two main elements of our study which are the reflective thinking and the writing skill. The reflective thinking is very important for the learners as it is necessary to know about and how they can apply it in their study career not only in secondary school but for long life learning. On the other hand, applying this cognitive skill in their writing can improve their written production which is considered one of the crucial skill, so thinking reflectively can help them to transmit a comprehensive message that is extracted from their real life experiences.

Chapter Three

Method

Chapter Three

Method

Introduction

This chapter sheds light on the methodology undertaken in this research .It describes where the study was conducted and gives information about the participants .It also introduces the research design, research instruments and the carried out procedures .

Research Design

In order to see the effect of the reflective thinking mental activity on the pupils' written production, a quantitative method was absolutely used. The quasi -experimental method was the approach to be used in this research. It entails using the pre and posttest and the treatment to know to what extent can the reflective thinking mental activity improve the pupils' writing level. The experiment is conducted in private sessions where the atmosphere was calm to facilitate the explanation of the lessons and the work of the pupils in their written production. Accordingly, the study yields a quantitative data.

Participants

The participants in this study were randomly selected among the third year of the secondary school of the scientific stream specialized in science at Bouraoui Laaridi Sadik Secondary school ,El Tarf , Algeria. The sample consisted of twenty (N=20) pupils with the age of minimum 17 years old and maximum 21. The sample was chosen due to their level considering that they are in their final year , So they are supposed to pass an exam ;thus, they need to be familiar with the reflective thinking mental activity to improve their written production.

Data Gathering Instruments and Procedures

To ensure that the experiment was conducted under the proper circumstances and the data collected are valid as possible, a set of instruments were carefully chosen to achieve accurate and reliable results.

The Pre-test

The pretest is designed to test the pupils' level of reflection in their written production. In the pretest, they are required to develop a paragraph in no more than 60 words (see Appendix A). The given topic is one of the topics which is "Bribery" and it is related to their previous lessons exactly to their first unit in their textbook which is entitled "Ethics in Business". The choice of this topic over the other ones is one of the main bases of the reflective thinking in which the pupils are supposed to have an experience with this topic either in their academic lessons or in real life since it is related to their society.

The Treatment

Following the pretest, the treatment period took place with the pupils, setting once each week which is divided between the theoretical part for the lessons and the practical part for the exercises .

In the first session, we introduced for the learners the definition of the reflective thinking because it is new concept for them. We explained the main key words of the definition and we covered what is acceptable and unacceptable in the reflective writing (see Appendix B) besides, we explain for them how to write a paragraph (see Appendix C).

In the second session, we covered the main reasons behind practicing the reflective thinking mental activity and why it should be present in their written production (see Appendix D).

In the third session, we covered the writing style that should be followed by them when they write reflectively (see Appendix E). In the fourth session, we gave them the tips which help them in their reflective writing process, we tried to simplify for them because of their level in the English language and their lack in the vocabulary (see Appendix F).

In the last session, we introduce for them the famous models of reflection and we made some practices to cover the main lessons which were covered in the sessions before the posttest (see Appendix G) and we practiced an activity which is related to their first unit (see Appendix H).

The Handouts

A set of handouts related to the study were selected and distributed to the participants in order to be used as lessons , in which the pupils can come back to them during or outside the given written topic which are the following :

- Reflective Thinking and Writing(“Student Reflection”,n.d) which is Appendix B
- The Paragraph Structure (“What is a Paragraph” ,n.d) which is Appendix C
- The Reasons Behind Practicing this Mental Activity (“Practice-based”,2019) which is Appendix D
- The Writing Style of Reflection (“Student Reflection”,n.d)which is Appendix E
- Tips to Help you in your Reflective Writing Process(“Student Reflection”,n.d) which is Appendix F
- The Models of the Reflective Practice(“Models of Reflection”,2020) which is Appendix G

The Reflective Thinking Assessment Rubrics

In order to assess the pupils pretest and posttest, an analytical rubrics were designed based on the works of Hatton and Smith (1995) and Ash and Clayton(2004).The rubrics criteria were related to the given lessons in the handouts .Assessing the pupils level of reflection was the basis in their written production , each level matches a grading points from one to eight as it is shown in rubric 1 and for the rubric 2 each element of reflection equal 1 point .

Table: 3.1. Levels of Reflection Assessment Rubric

Level One (poor)	The Descriptive Level Achieving this level equal 1 point which means when they start to describe.	Describing only an event Indicating where ,when, how Without mentioning the causes Including these whole elements equal 1 point .
Level Two(fair)	The Descriptive Reflection Level Achieving this level equal 1 point . They received when they start to explain the event.	They are supposed to explain and give reasons which means answering the “Why” question . Explaining very well with clarifying their reasons in appropriate way equal 1 point.
Level Three(good)	The Dialogic Reflection Achieving this level equal 1 point . They received once they start to include their personal way of thinking in the event.	They are supposed to make their personal reflection which means questioning themselves like asking what if? , I wonder how ?. The more they clarify well , they will get the 1 point
Level Four(excellent)	The Critical Reflection Achieving this level equal 1 point . They received once they take in consideration everything about the event.	They are supposed to ask questions , make assumptions , talk about the consequences of the event , make decisions and take the actions . If they cover the maximum of these elements ,they will get the full 1 point.

Table: 3.2. Elements of Reflection Assessment Rubric

Mechanics	1 point	They are supposed to respect the mechanics elements like the grammatical rules , the spelling mistakes , the errors They receive the 1 point once they respect the maximum of the elements.
The connection to the Experience	1 point	They are supposed to make clear connection between the event and the given topic.
Accuracy	1 point	They are supposed to make a statement of fact which is accurate and supported with evidence.
Clarity	1 point	They are supposed to express their ideas with providing examples and illustrations.
Depth	1 point	They are supposed to address the complexity of the problem , answer important questions and avoid simplifying when making connections.
Breath	1 point	They are supposed to make a meaningful consideration of their points of view and in the same time to make interpretations.
Logic	1point	They are supposed to develop a line of reasoning which is logical with conclusion or goals which follow it .
Significance	1 point	They are supposed to draw a conclusion about the measure issues raised by the experience.

The Posttest

In the posttest, we keep the same topic of the pre-test which is related to one of their previous lessons with their teacher which is the” Bribery” topic, we asked them to write a paragraph in no more than 60 words. In order to see how they will deal with the topic after practicing the reflective thinking mental activity and to see the evolution in their level and

elements of reflection and the development in their written production (see Appendix K). To assess the pretest and the posttest , we rely on analytical rubrics .

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Conclusion

As a synopsis, the research methodology section was a pre-requisite criterion in deciding about the quality, validity and credibility of our work. It includes the main practical instruments appropriate in bringing value to this study so as to be analyzed and interpreted in the discussion section.

Chapter Four

(Results)

Analysis of Data

Chapter Four

Analysis of Data (Results)

This chapter is devoted to show the result of the methodology applied to investigate the effect of the use of the reflective thinking mental activity on the written production of the pupils either it develops their level of writing or not. So, this chapter covered the obtained results by means of pre and posttest design.

Data Analysis

Pre-test Analysis Results

The pupils pre-test was assessed and scored using the previously mentioned rubrics in chapter three tables (3.1;3.2) that include the levels and the elements of reflection criteria. They were covered through the lessons of the treatment sessions which were done in private sessions. The pupils' assessment of the levels of reflection concerning with the achieved level of reflection and the elements of reflection which were present in their written production were valued by scale from 1 to 8 where the overall score of the levels and elements of reflection were 16/16. The gained scores and their percentage are covered in the following tables:

Table: 4.1. Participants' Pre-test Scores

Participants	Levels of Reflection/8	Elements of Reflection/8	Score/16
1	2	1	3
2	4	2	6
3	5	3	8
4	3	1	4
5	2	1	3
6	3	1	4
7	2	2	4
8	4	1	5
9	2	3	5
10	4	2	6
11	3	4	7
12	5	3	8

13	2	2	4
14	3	2	5
15	3	3	6
16	4	5	9
17	2	3	5
18	3	2	5
19	2	3	5
20	2	2	4

Table: 4.2. Pupils 'Pretest Overall Score

Score	3	4	5	6	7	8	9
Pupils Number	2	5	6	3	1	2	1
Percentage %	10 %	25 %	30 %	15 %	5 %	10 %	5 %

According to the tables above, the pre-test data show that two pupils (**10%**) obtained a score of 3/16, which is the lowest score. Five pupils (**25%**) received the score 4/16, six pupils (**30%**) got the score 5/16, three pupils (**15%**) received 6/16, one pupil (**5%**) got 7/16, two pupils (**10%**) received 8/18 and only one pupil (**5%**) received the best score 9/16.

Levels of Reflection Pre-test Analysis

Table: 4.3. Pupils' Pre-test Level of Reflection Scores and Percentages

Score	2	3	4	5
Pupils Number	8	6	4	2
Percentage %	40 %	30 %	20 %	10 %

As demonstrated in the table of the pre-test levels of reflection scores, eight pupils (**40%**) got 2 points, the pupils achieved the first level of reflection with its characteristics, they described well the topic with answering the main questions of this level which are the what? Which means the event itself, the where? And the when? Which are related to their experience with the topic. Six pupils (**30%**) achieved the first and the second level of reflection where they started to explain and to give reasons but they did not develop well their reasons which means they did not illustrate examples and go deeper in their explanation for

this reason they got 3 points. Four participants (**20%**) received 4 points because they achieved the first and the second level of reflection where they described well the topic and in the same time they explained and gave appropriate reasons behind their choices with the illustration of the examples. Two participants (**10%**) got 5 points because they achieved the first, the second and the third level of reflection where they started to make their personal reflection where they gave their personal opinion but they did not develop it well because they did not ask questions like “what if “ which means to view themselves as a part of the experience. No participant was able to achieve the full third level and the fourth level of reflection because they were not familiar yet with the reflective thinking mental activity .

The Elements of Reflection Pre-test Analysis

Table: 4.4. Pupils' Pre-test Elements of Reflection Scores and Percentage (the eight elements of reflection)

Score	1	2	3	4	5
Pupils Number	5	7	6	1	1
Percentage	25%	35%	30%	5%	5%

The data in the table above show that five participants (**25%**) received 1 point that are divided between two elements of reflection which are the mechanics in which they respected the punctuation and the use of some vocabulary related to the topic and they made the connection to the experience because they related the given topic to their previous lesson in their classroom with their teacher. Seven participants (**35%**) received 2 points, they respected two elements of reflection which are the mechanics where they chose appropriate vocabulary and in the same time they respected the punctuation .Six participants (**30%**) got 3 points which were divided between three elements which are the mechanics, the connection to the experience and the accuracy where they used evidence. One participant (**5%**) got 4 points who respected four elements of reflection which are the mechanics, the relation to the

experience, the accuracy and clarity where he expressed his ideas with the illustration of the examples. No one could cover the full elements of reflection.

Post-test Analysis Results

The participants' post-test was analyzed analytically following the previously mentioned rubrics in tables (3.1;3.2) regarding the criteria of both levels and elements of reflection by which following a scale from 1 to 8 and the overall score of 16/16 . The data are showing in the tables as follow:

Table: 4.5 .Participants' Post-test Score

Participants	Levels of Reflection/8	Elements of Reflection/8	Score/16
1	4	4	8
2	5	6	11
3	6	6	12
4	5	5	10
5	4	4	8
6	5	3,5	8,5
7	3	3	6
8	5	4,5	9,5
9	3	4	7
10	5	4	9
11	4	5	9
12	5	4	9
13	3	3	6
14	4	4	8
15	4	3	7
16	5	6	11
17	4	5	9
18	5	3	8
19	3	3	6
20	3	4	7

Table: 4.6. Participants' Overall Score

Score	6	7	8	8,5	9	9,5	10	11	12
Pupils Number	3	3	4	1	4	1	1	2	1
Percentage %	15%	15%	20%	5%	20%	5%	5%	10%	5%

As shown in the table above, the posttest data show that three participants (15%) received the score 6/16. Three participants (15%) got the score 7/16. Four participants (20%) got the score 8/16. One pupil (5%) received the score 8,5/16. Four pupils (20%) received the score 9/16. One participant (5%) got the score 9,5. One participant (5%) got the score 10/16. Two participants (10%) received the score 11/16 and one participant (5%) got 12/16 as score which is the best achieved score .

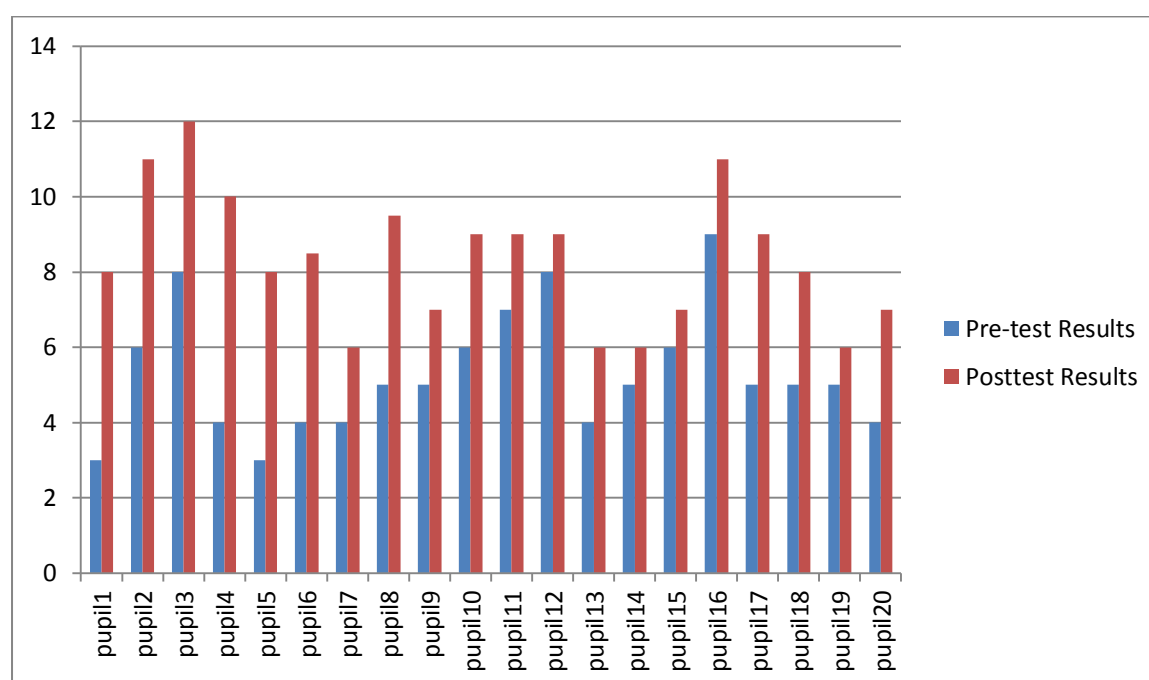


Figure : 4.1. Pupils' Pretest vs. Post test Scores

Levels of Reflection Posttest Analysis

Table: 4.7. Pupils' Posttest Levels of Reflection Analysis

Score	2	3	4	5	6
Pupils Number	0	5	6	8	1
Percentage %	0%	25%	30%	40%	5%

As it is shown, no participant received 2 points (the lowest score) which means that all the pupils developed their levels of reflection in their written production due to the

treatment sessions (the reflective thinking mental activity), besides the reflective practice which helped them.

Five participants (**25%**) received 3 points, they succeeded to achieve the first level of reflection which is the descriptive level where they described well the event related to their experience with the given topic and they arrived at the second level of reflection where they explain their reasons behind choosing that experience but they did not illustrate many examples.

Six participants (**30%**) got 4 points where they achieved the first and the second level of reflection in which they described well their experiences which are related to the topic and at the same time they explained well their reasons behind the choices of these experiences with the illustration of the appropriate examples.

Eight participants (40%) received 5 points, they achieved the first, the second, and the third level of reflection but in the third level which is the dialogic reflection where they started to include their personal reflection by giving their own opinions and their future view as a part from the experience but they did not develop it well.

Only one participant (**5%**) got 6 points where he succeeded to achieve the three levels of reflection with their characteristics where he described well the experience besides explained well and gave his appropriate reasons and his personal reflection in which he illustrated expressions like I wonder and what if ?; who was the best achieved score but no participant achieved the fourth level of reflection because they cannot cover everything related to the experience .

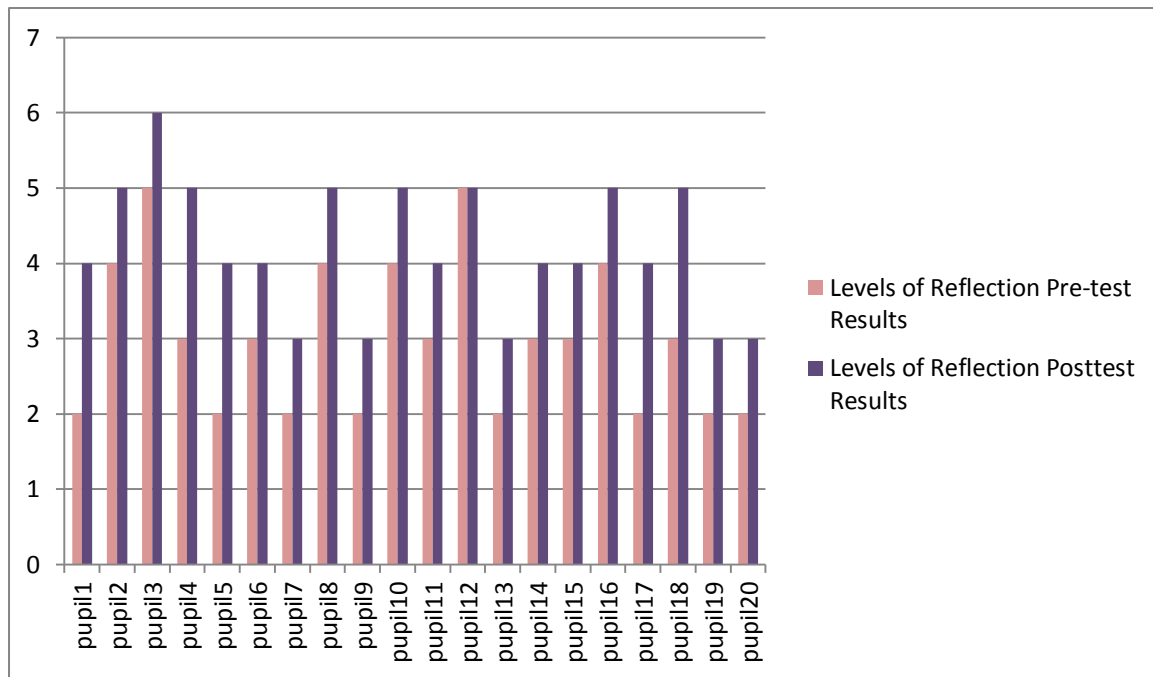


Figure: 5.2. Levels of Reflection Pre-test vs. Post-test Results

Elements of Reflection Post-test Analysis

Table: 4.8. Participants' Post-test Elements of Reflection Analysis

Score	3	3,5	4	4,5	5	6
Pupils Number	5	1	7	1	3	3
Percentage %	25%	5%	35%	5%	15%	15%

According to the results in the above table, all the pupils illustrated some elements of reflection which means they understood this mental activity .Five participants (**25%**) received 3 points for achieving three different elements of reflection which were not common between them. One participant (**5%**) got 3,5 points who achieved three elements of reflection which are mechanics, connection to the experience, accuracy and the 0,5 point for respecting somehow clarity element because he explained without the illustration of the examples.

Seven pupils (**35%**) received 4 points because they have respected four elements of reflection which are mechanics, connection to the experience, accuracy and clarity .One pupil

(5%) got 4,5 points who respected four elements of reflection which are mechanics, connection to the experience, accuracy, clarity and logic, but he received only 0,5 for this element because he did not develop it well. Three participants (15%) received 5 points for respecting five different elements of reflection in their written production which is not common between them and three pupils (15%) got 6 points which was the best achieved score, they achieved six elements of reflection which are mechanics, connection to the experience, accuracy, clarity, and logic in which they demonstrated a line of reasoning i.e. logical with the conclusion and the significance element. They draw a conclusion covered the main issues raised by the experience .

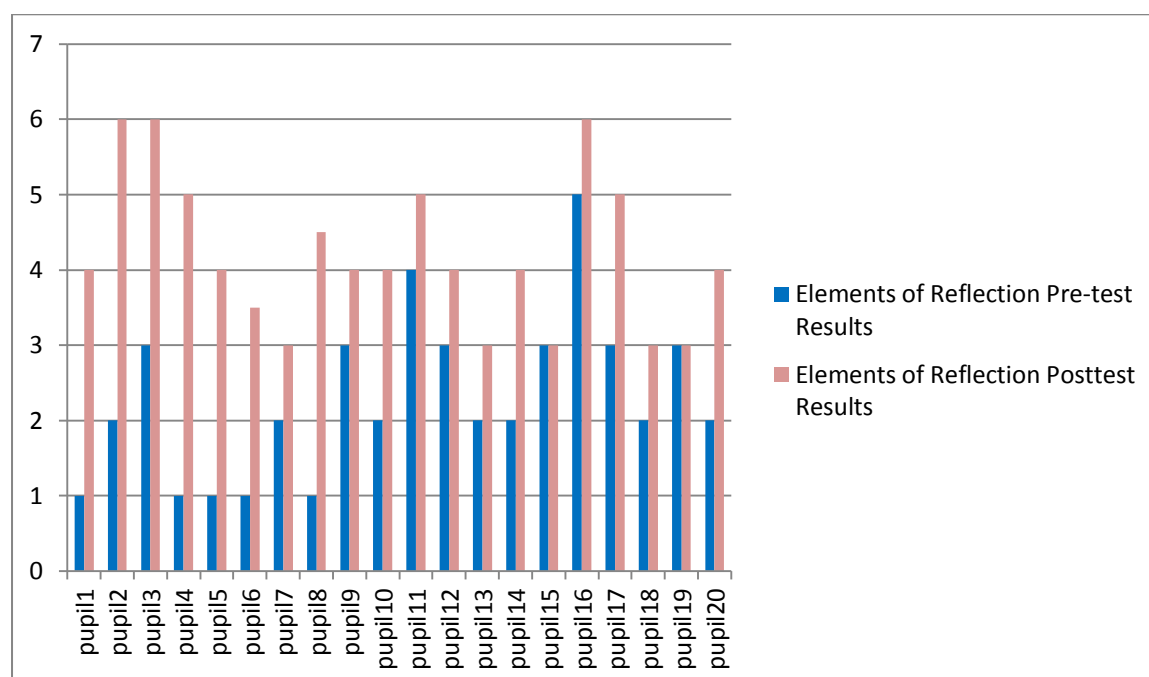
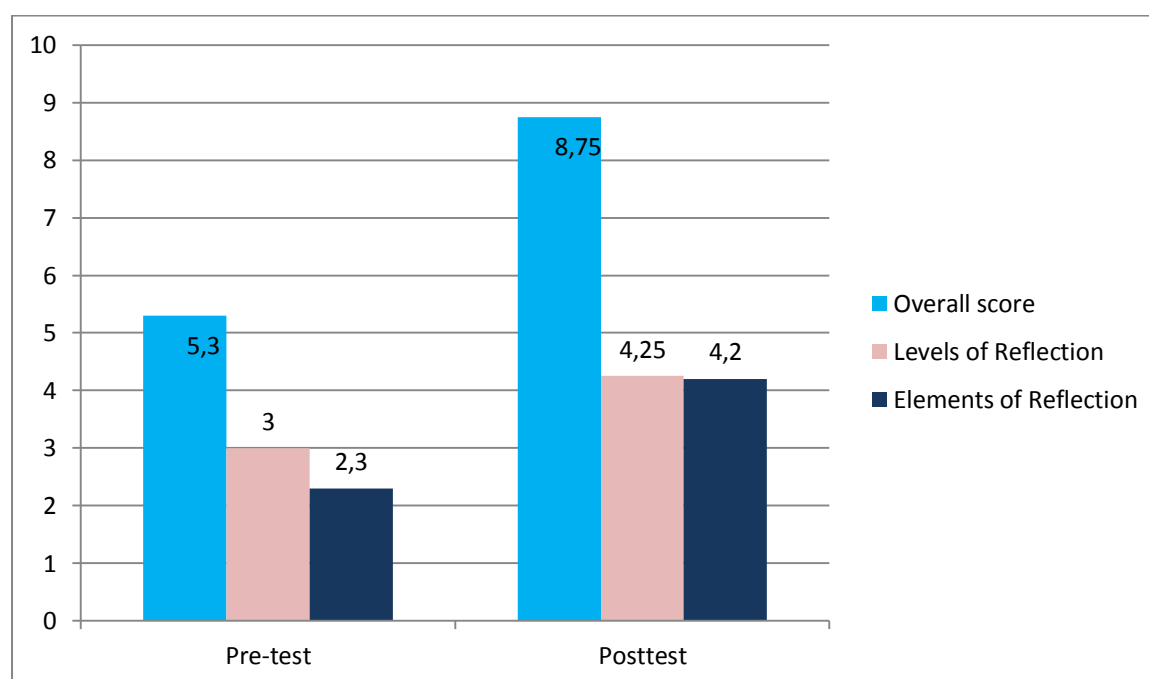


Figure: 4.3. Elements of Reflection Pre-test vs. Posttest Results

In order to identify the difference in the written production of the pupils concerning both levels and elements of reflection, the results of the pre and the posttest and the overall score are presented in the table below 4.9 to show the effect of the reflective thinking mental activity in the written production of pupils.

Table :4.9. Comparison of the Pre-test and Post-test Means

Pre-test(N=20)		Post-test (N=20)		Change
Overall score	5.3	Overall score	8.75	+3.45
Levels of Reflection	3	Levels of Reflection	4.25	+1.25
Elements of Reflection	2,3	Elements of Reflection	4.2	+1.9

**Figure: 4.4 . Comparison between the Pre-test and the Posttest Means**

As far as the results obtained, we notice that the pre-test revealed that most of the pupils applied unconsciously the reflection mental activity and its elements in their written production, and they did not develop it well because of the lack of the reflective practice which is neglected. However, there are pupils who got a score of 8 and 9 points for both levels and elements which are good scores for pupils who are unfamiliar yet with this mental activity but the reflection was presented in their written production because the topic of bribery was extracted from their real life experience as a part from a society which is full of these kind of social phenomenon and they usually hear about it from different sources like

television or from the people around them or they read about it from newspapers or the social media sources and most of them since they are supposed to pass the baccalaureate exam , they become familiar with this topic as a part from their preparation for the English Language exam.

The post-test data indicated that there is a significant difference in the mean score of the pre-test and the post-test as in the overall score. The data showed that the pupils' overall score arose from **5.3** to **8,75** with a noticeable change of **+3, 45**, including all the pupils.

The 'levels of reflection' mean reflected a great improvement from **3** to **4,25** where twenty pupils developed their levels of reflection by a change of **+1,25**; however, no participant rested in the same score . The 'elements of reflection' mean increased from **2,3** to **4,2** with a change of **1.9**.

The majority of pupils have shown a significant improvement. For instance, pupil n=1 is concerned with the improvement by which he got in the pre-test 2 points in the levels of reflection, and 1 point in the elements of reflection ; however, his post-test showed a great development in the score from 3 to 8 points .

Conclusion

To conclude, this section is designed to show the analysis of both the pre-test and post-test which was analyzed quantitatively by using statistical techniques as tabulation, graphic presentation and percentage. Also, this chapter enables the researcher to prove or disprove the proposed hypotheses and to endeavor answering the posed research questions. Therefore, this chapter deemed as a key for deducing all the answers concerning the pre/posttest and the effect of the reflective thinking mental activity on the written production of pupils .

Chapter Five

Discussion

Chapter Five

Discussion

Introduction

This chapter discusses the results of the study in an attempt to prove or disprove the already stated hypotheses, and to answer the research questions of the current research. Besides, this chapter includes the drawn implications of the reflective thinking mental activity on the written production of the pupils along with the limitations which are encountered in the highway course of this study. In addition, the researcher proposed such recommendations expected to be beneficial for the Ministry of education, EFL teachers, and for further research studies.

Pedagogical Implications Drawn from the Research Finding

It is worth to offer some practical implications based on the previously mentioned findings covered by the research study. The Reflective Thinking mental activity practices as a strategy for improving the written production of pupils far from the academic writing teaching and close to the real life learning experiences.

The findings suggested that the effect of reflective thinking mental activity practice as a strategy for enhancing the EFL pupils' written production at Bouraoui Laaridi Sadik Secondary school improved their writing skills because of its successful implementation in the educational setting for both pupils and instructors.

In addition, our experiment confirms that the reflective thinking practice gives the pupils the opportunity to practice their writing skill in a different way than the academic writing which always restricts them with instructions to be followed. Also, the reflective practice helps them to consider and to illustrate their own personal life experiences in an appropriate way in their written production. The outcome of the study shows that the reflective

thinking practice would improve their educational achievement in the Secondary School production.

Discussion of the Research Questions and Hypotheses

Based on the result acquired from the pre-test and posted answers, we can deduce that there is an improvement in the written production of the third year scientific stream at Bouraoui Laaridi Sadik Secondary School after the implementation of the reflection thinking mental activity practice.

In other words, there was a great understanding of the practice of this mental activity and this leads to a great improvement in the pupils both level and elements of reflection in their written product and their overall score.

Moreover, the pre-test results showed that the pupils both level and elements of reflection were low because they were ignored by their teachers who always restrict them with instruction to guide in the production of their piece of writing without offering them the opportunity to reflect upon their own experience in appropriate way which made their previous experience meaningless for them when they write. This issue was viewed throughout the pre-test answers where the results show how the guided and the controlled composition handles and affects their level in the written production. The pupils were in a situation to follow only the instructions related to the topic which was given by the teacher and they were not allowed to interfere and to consider their experiences as apart from the topic.

For example, eighteen pupils received low score in both levels and elements of reflection which revealed that they are not familiar with this mental activity but they use it unconsciously when they related the given topic to their previous which were covered by their teacher in the classroom and became a part from their experience.

In the treatment phase, the lessons introduced had a sufficient role in establishing pupils' awareness about the importance of this mental activity. The pupils understood the meaning of the concept of the reflective thinking and start to think based on this mental activity as the first step which enables them later to produce their reflective piece of writing. They took into consideration all the elements which had covered in the treatment sessions including the definition, the tips for writing reflectively and the famous models of the reflective writing which they enjoyed learning them.

In addition, the pupils practiced many activities were related to the introduced lessons that help them illustrate all the covered elements in the treatment sessions. Thus, the interplay between the treatment phase and practice phase sessions gave pleasant results which led the pupils to show a development in both their levels and elements of reflection; therefore, their written level had been enhanced.

Furthermore, the practice of the reflective thinking mental activity was beneficial for all the pupils' level. Because the majority of the pupils answered the activities correctly, it was clear that they understood the given content.

Accordingly, the treatment sessions and activities contributed to the enhancement of the pupils' levels and elements of reflection, thus, their written production level enhanced as well, which was shown in their post-test scores. The posttest overall scores showed a great significant difference from the pre-test overall scores. The pupils' written production was developed in both levels and elements of reflection due to the accurate use of the lessons covered in the treatment sessions.

Consequently, this answers the research question by supporting the research hypotheses "If the reflective thinking mental activity is applied, the pupils written production will be improved; then if they are aware of the reflective thinking elements, they will take

them in consideration when they write". The already stated hypotheses are proved successfully to disclose that the reflective thinking mental activity enhances the pupils' written production and promotes the development of both levels and elements of reflection.

To sum-up, such positive change was very clear through the pupils' post-test responses. This meant that the use of this mental activity has played a great role in the improvements of the pupils' written production.

The Limitations of the Study

Algeria like any country in the world is going through one of the considerable periods that is the spreading of the pandemic disease "Covid-19"; Corona virus prevented the researcher from acquiring the satiable results as it was expected.

Covid-19 drove the researcher to get rid of many steps whilst collecting the data of the research. For instance, we removed the observation of the participants because we could not meet them while studying with their teacher in the classroom due to the lockdown in the school. The detrimental effect of the corona virus did not only shrink the findings but also it caused psychological and physical problems to the researcher due to the work with the participants in such conditions which may cause danger to their lives and her life and getting infection always threatens our life but we try as much as possible to respect the safety social distance conditions. Also, the virus prevented us from displacing towards different libraries and even getting the access to different documents in the internet was difficult and not everything available in the internet is correct and in the same time some of the resources were updated and removed from time to time and what is available one day may not be available the other day and even the citation of these kind of resources was difficult somehow.

Moreover, far from the corona virus, the research had a methodological limitation concerning the type the research method. Our research followed the quasi-experimental research which cannot provide an external validity, thus we cannot generalize the findings of this study. Then an analysis with larger samples and following true experimental research may indicate different findings.

Despite the previously mentioned obstacles that met the researcher during the highway of the study, the researcher finished the work successfully and accessed the needed results for answering the previously mentioned hypotheses and research questions.

Recommendations

In the light of the findings reviewed throughout this study, the following recommendations have been suggested by the researcher to ignite the importance of using the reflective thinking mental activity as an effective activity for improving the pupils' outcome, thus achieving success at Bouraoui Laaridi Sadik Secondary school. We would suggest the following with an intention to increase the learning-teaching process:

Recommendations to the Ministry of Education

We would suggest to The Ministry of Education to:

1. Create sessions for training the teachers to practice this mental activity.
2. Use instructional designers specialized in determining what content should be included in the in-class activities and lessons.
3. Make standardized lectures and share it among educators to adjust the teaching-learning process.

4. Add more hours for teaching English at Secondary School, thus open the opportunity to pupils to practice more the models of the reflective thinking in their written production.
5. Make the teachers aware of the importance of practicing the written production at the classroom.
6. Implicate the reflective thinking mental activity practice into the teachers' guide book and share it among educators.

Recommendations to English Language Teachers

Teachers of English are recommended to:

1. Prepare the pupils on the reflective thinking mental concept prior to the application in order to make them understand what will be expected from them in their written production .
2. Select the appropriate in-class activities to enhance the pupils written production.
3. Encourage the pupils to work collaboratively and to learn from their mistakes in order to avoid them and to learn from their success to repeat it again.
4. Illustrate many models of the reflective practice, so the pupils will have the choice to select the suitable model for them while developing their piece of writing.
5. Give the pupils the opportunity to tell their own experiences, so they can benefit from each other experiences and in the same time they will get an opportunity to share their ideas and benefit from them in their written production.
6. Create a friendly atmosphere so that pupils will never feel afraid to practice their writing skill.
7. Create your own examples of the reflective piece of writing which are extracted from your own real life experiences and share them with the pupils so they will not

be anxious of sharing their own and this will reduce the distance between the teacher and the shy pupils which will find the safe floor to share their thoughts in their reflective piece of writing.

Suggestion for Further Studies

The researcher recommended the following suggestions:

- The current study was restricted to enhancing the pupils' written production. Further studies should focus on using the reflective thinking mental activity practice with other skills like speaking, reading, listening.
- We recommend further research to examine the effect of the reflective thinking mental activity practice with other levels like the university, and the middle school.
- Also, we suggest for the coming research studies to use the reflective thinking mental activity practice with true experimental design because the use of the control and experimental groups will be better for generalizing the results.
- It is recommended to investigate the importance of the reflective thinking mental activity for the secondary school pupils. Further studies may incorporate qualitative study to extend the research validity by using instruments like observation and interviews.
- In addition, other studies should examine the use of the reflective thinking mental activity ^practice in the previous works (portfolios) of the pupils in their written production.
- True experimental research is needed to compare between the reflective thinking mental activity and the critical thinking mental activity in the written production of the students.

- Further studies may apply the illustration of the novels which is removed from the current research due to time restraints and lockdown and it should be applied with university students.

To conclude, the previously mentioned recommendations may encourage the use of the reflective thinking mental activity to develop the written production at Bouraoui Laaridi Sadik Secondary School and to encourage the active learning and teaching of the writing skill. Thus, achieving high educational outcome. Furthermore, the abovementioned recommendations enlighten the path for more futuristic research studies wherein opening multifarious opportunities that will bring innovation and prosperity among different subjects and levels.

Conclusion

The writing skill is a complex skill and it was a difficult task for third year scientific stream pupils (baccalaureate level) at Bouraoui Laaridi Sadik Secondary School. Because the written production was neglected and taught with specific skills and techniques, it was difficult to attain and keep them in standstill situation. The results of the study confirmed that the reflective thinking mental activity enhanced the pupils' written production level. Therefore, the reflective thinking mental activity was the way for enhancing the pupils' written production in Bouraoui Laaridi Sadik Secondary School with an entertaining way. On the whole, this chapter has pointedly explicated the obtained findings from both the pre-and posttests which highly and successfully assured our hypotheses and answered our research questions. Also, this chapter presents the implication, and the limitations that confronted the researcher align with highlighted recommendation for future practices.

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Appendices

Appendix A**The Statement Task**

The bribery is one of illegal acts which are spreading in our society and we usually hear or read about such act in our daily life and how it has become a real danger which needed a solution.

Instruction

-Write a paragraph in which you discuss this social phenomenon?

Appendix B

Reflective Thinking and Writing

Definition of the Reflective Thinking

Reflection is a form of **personal** response to **experiences** , **situations** , **events** or **new information** .

There is neither **right** or **wrong** way of reflective thinking .

Reflective Writing

What Should Be	What Should not Be
Your responses to experiences ,opinions and events.	Do not convey only information , instruction or argument.
Your thoughts and feelings .	Do not rely on pure description.
Opportunity to gain self-knowledge.	Do not make judgment about the bad or the good .
Develop and reinforce your writing skill.	Do not make only a simple problem solving.

Appendix C

The Paragraph Structure

1-The Paragraph Definition

The paragraph is a group of sentences which covers only one single topic . The paragraph consists of four main elements which are the unity , the topic sentence , the supporting sentences and the concluding sentence .

2-The Elements of the Paragraph

2-1 The Unity

It means that the paragraph should cover only one single topic .

2-2 The Topic Sentence

It is the first sentence of the paragraph which gives a general view or general idea about the topic .

2-3 The Supporting Sentences

They are the sentences which give more details about your topic and support your general idea . It can be examples , facts , illustrations , arguments .

2-4 The Concluding Sentence

It is the last sentence of the paragraph , in this last sentence , you can make a summary to your main points or return to talk about your main topic.

Appendix D

The Reasons Behind Practicing this Mental Activity

- 1- To make connections between what you already know and what you are learning .
- 2- To encourage your learning processes in which you consider and comment on your
- 3- learning experiences not only what you have learned but how you did so.
- 4- To clarify what you are learning , ask what you have from knowledge and what you want to learn .
- 5- To reflect on mistakes and success , learn from your mistakes to avoid them and learn from success to repeat it .
- 6- To become active and aware learner .

Appendix E

The Writing Style of Reflection

- You need to use the subjectivity **I,me,we**.
- The reflection should be logical ,personal, critical, hypothetical and creative .
- You comment based on your experience not limiting yourself to the academic evidence .
- Reflective writing is an activity that includes :

1-Description : in which you answer the “What , when and who”.

2- Analysis: in which you answer the “How , why and what if ?”.

- It is an explorative tool often resulting more questions than answers .
- A reflective task may allow you to use different modes of writing and language :
 - ***The Descriptive** :What is something or how it is done .
 - ***The Explanatory**: Why and how it is like that .
 - ***The Expressive**: I think , I feel , I believe.
- Use full sentences and complete paragraphs.

Appendix F

Tips to Help you in your Reflective Writing Process

- 1- Think about interaction or experience that can be connected to the topic.
- 2- Describe what happened.
- 3- What was your role ?
- 4- What feelings and perceptions surrounded the experience ?
- 5- How would you explain the situation to someone else ?
- 6- What might this experience mean in the context of your topic ?
- 7- What other theories could be applied to the situation ?

Appendix G

The Models of the Reflective Practice

There are many models of reflective practice among them we mention the following :

1. Kolb Model

This model consists of four main elements which are

- The **ConcreteExperience** : in this one you need to experience something it can be an event .
- The **ReflectiveObservation** : in this one you need to observe and reflect upon something .
- The **AbstractConceptualization** : in this one you start to develop your ideas.
- The **ActiveExperimentation** : in this one you test you ideas that you develop from you experience , if they are suitable for your topic or not .

2. Schon Model

Schon model composed from two elements which are the reflection in action

and on action .

- The **Reflectioninaction** / The **DuringReflection** : in this kind of reflection ,you need to go through an experience and to think what to do next directly .
- The **Reflectiononaction**/ The **AfterReflection** : in this kind of reflection, you need to think of something that had already happened in order to act differently next time.

3. The ERA Cycle

It consists of three elements which are the following :

- The **Experience** which means you need to go through an experience .
- The **Reflection** which means you reflect upon an experience .
- The **Action** which means you take an action and every action results new experience. That's way it is called a cycle .

4. Driscoll What Model

In this model you need to ask three main questions which are :

- **What** ?which means we need to describe the experience .
- **So what** ?which means we need to reflect based on our experience .
- **Now what** ?which means we need to take an action .

5. Gibbs Reflective Cycle

This model composed from six stages which are the following :

- The **Description** Stage : in this stage you are supposed to describe your experience .
- The **Feeling** Stage : in this one you need to take in consideration your feelings during and after the experience .
- The **Evaluation** Stage : in this one you need to evaluate the experience if it is good or bad .
- The **Analysis** Stage :you need to analyze the result of you experience.
- The **Conclusion** Stage : you make the conclusion of you experience , what did you get or learn from it ?
- The **Action Plan** Stage : in this stage you need to make a plan for the future in case you may face similar situation , you will know how to act in .

Appendix H

Activity to Practice

Coca Cola drink is one of the most consumed drink all over the world .

Instruction

Write a paragraph in which you talk about you experience with this product ?

Appendix I

Rubric 1

Levels of Reflection	Score of Each Level/4	Score of Each Characteristics/4
Level One (the poor level)	1	1
Level Two (the fair level)	1	1
Level Three(the good level)	1	1
Level Four (the excellent level)	1	1

Appendix J

Rubric 2

	Mechanics/1	Connection to experience /1	Accuracy/1	Clarity/1	Depth/1	Breath/1	Logic/1	Significance/1
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
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15								
16								
17								
18								
19								
20								

Score:8

Appendix K

The Final Task

Bribery is one of the illegal acts which affects our society .

Instruction

Write a paragraph about you experience with this phenomenon and how it affects our society?