2. METHODOLOGY

2.1. PARTICIPANTS

The participants of the present study comprised 10 EFL instructors. They were selected in line with convenience sampling. Their average age is of 39. Their years of teaching experience are 16. They have been teaching at different standards. All the instructors acquired master of art (MA) holders in English teaching where all of them were men.

The study was conducted in Shambu College of Teacher Education. It is worth noting that the same participants took part in interview, diary, and observation. The participants' names were coded in order to remain anonymous.

2.2. DATA COLLECTION METHOD

2.2.1. Interview

A semi-structured interview approach becomes hired as the first technique of data collection. First, the purpose of the study was explained to the participants and they were additionally informed on how their contribution may want to assist the have a study to be conducted. They have been also ensured that their names might stay anonymous and all the data collected would be personal in order that they might feel relaxed sharing their perspectives. After their agreement to participate inside the research, they had been invited to attend in a one to at least one interview. To have extra dependable and relevant consequences from interviews, all contributors had been given a brief definition of the idea of reflection as well as the questions they have been going to answer face to face. To study consistency of the procedure, the Richard and Schmidt’s (2002) said above alongside Schons’ (1996) three- dimensional conceptualization was provided to the individuals.

All interviews had been audio recorded with the participants' permissions. Every interview lasted approximately for 15 minutes. All of the audio files were first transcribed and documented to be analyzed later. The interview focused on 5 preplanned questions: 1) how do you examine the concept of reflection in teaching and the way has it helped you to improve your activity? 2) How has your reflection exercise changed since you started your activity to this point? 3) What factors or situations make you reflect on? 4) What results do you study due to your reflection? 5) are there any limitations at the manner of your reflection? If sure, what are they?

The data gathered from interviews were used to address all three dimensions of the study that are determinants, outcomes, and boundaries of EFL instructors' reflective teaching. The information from interviews was used to triangulate with the data collected from dairies, journals, and observation to strengthen the data.

2.2.2. Diary and Journal

To give weight to the study, event-contingent diary was applied to get detailed information regarding the events in which instructors reflect. This type of diary requires participants to provide a self-report each time a specific event takes place. In this study, the event implies whenever the instructor applied one of the three types of reflection, i.e. reflection-for-action, reflection-in-action, and reflection- on-action.

 Participants were asked to voluntarily keep a diary elaborating the situations in which they felt they are required to reflect. To make it easy and encourage them to participate in this section, they were given the chance of reporting the situations to the researcher in person by writing.

Three male participants took part in this section, and totally, 8 pieces of events were accumulated. The data collected from diary and journal was used to identify the determinants and consequences of EFL instructors' reflective teaching.

2.2.3. Observation

 To observe the effect of being reflective in teaching performance, three instructors who identified as highly reflective during interview sessions were selected. As most instructors feel uncomfortable when a colleague participates in their classes for observation, to persuade them to accept to be observed, they were ensured that the data would just be used for the study purposes and their teaching wouldn't be judged by the researcher.

 After they permitted to be observed, each of them was observed for one whole session that was about one hour. During the observation, it was tried to perceive the consequence of reflection in instructors' performance. All the information related to consequences of reflection was written down by the researcher and was employed to analyze the data associated with the consequences of reflective teaching dimension. The three indicators of reflective teaching stated earlier (Richard & Schmidt, 2002) informed the basis of observation: Keeping journals or diaries, audio or video taping of lessons, and group discussion with peers or supervisor.

2.3. DATA ANALYSIS

In order to scrutinize the qualitative data in the study, the data that were gathered by interviews, dairies, journals, and observation first were carefully studied by the researcher. Then, they were divided into 3 sections each of which covered one dimension of the study that are determinants, outcomes and boundaries of the EFL instructors' reflective teaching. Thematic analysis was used to analyze the collected data.