A Training Program Based on Strategic Planning for Developing the In-Service EFL Teachers' Reflective Thinking Skills

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Abstract: The aim of the present research was to investigate the effect of a training program based on strategic planning for developing reflective thinking skills of in-service EFL teachers. The sample of this research included 15 in-service EFL teachers. The instrument of the research included a reflective thinking skills test. The research was quasi- experimental and adopted the pre-post one group design. The EFL reflective thinking skills test was administered to the sample pre and post implementing the training program. Having collected data, they were analyzed statistically using SPSS. The research findings revealed that there were statistically significant differences between pre-testing and post testing in favor of the post testing. Therefore, it can be concluded that the training program based on strategic planning is effective in enhancing the reflective thinking skills test among the in-service EFL teachers.
Key words: strategic planning, reflective thinking skills, in- service EFL teachers

Introduction:

Concepts of reflective learning are not new to the pedagogical discourse on higher education. Dewey (1910:6) defined reflective thought as "active, persistent, or careful considerations of any belief and form of knowledge in the light of the grounds that supporting it or the further conclusions to which it tends".

In the educational sector, Khan and Khalique (2014) declare that planning has evolved as disciplines to guide the utilization of educational resources in the school system. This is required to arrest areas of waste of resources to make educational production more effective. In this regard, educational planning has become indispensable tools in the management of the school system. It prescribes the activities needed for the education industry to realize its goals.

Stressing the idea of the necessity of training teachers on reflective thinking, Al-Hadi (2018, p. 2) highlights that any teacher education program is confronting by a myriad of contextual considerations ranging of student's social, cultural or linguistic

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backgrounds for multi-membership or cultural changes. Preparation for effective teaching like settings requires much more than learning. Prospective teachers are being in need to reflect of the crucial issues or problems.

Reflective thinking can happen through implemented or observed lessons. According to Chien (2013), reflective practice involves what the teacher does before entering the classroom, while in the classroom, and retrospectively after leaving the classroom. In this regard, Susoy (2015) identifies three types of reflection. They are chronological ordered namely, reflection-for-action (thinking before teaching), reflection-in-action (thinking during teaching) and reflection-on-action (thinking after teaching).

More specifically, Sholah (2016) points out that modern training systems for the in-service teachers are no longer seen as a remedy for deficiencies in initial trainings. Even though, training is not yet considered to be as a long-term processes or a part of continuing education. Thus, the concept of professional development should not move away from the practice of attending courses or training days to the concept of lifelong learning.

Context of the problem

Most of the in-service EFL teachers have entered the teaching service without giving themselves opportunities to practice reflection through their teaching process. They rarely

Make connections between theory and practice. Their teaching methodologies and competences become habits or routines (Al-Hadi and Jahin, 2014:11).

Moreover, the existing professional development programs promote only the trainer-based training and use the one-way direction method (sit and get). Therefore, it has a lack in presenting the trainees real opportunities to practice reflective thinking skills. Instead, they are subjected to some stereotyped training programs topics which can't fulfill the teachers' factual needs (Mikayilova, 2015).

Being a professional development trainer, the researcher participated at various training programs (e.g., the National Teacher Training Program "NTTP", Teachers First and Teach, Engage, Aspire program "TEA"). These opportunities have provided the researcher with various assumptions regarding the training of in-service EFL teachers. These assumptions are as follows:

*They lack the opportunities to practise reflection (for, in and on)

action.
* The existing training programs do not provide them real opportunities to improve their points of strength and remediate their points of weakness.

The Pilot study

To verify these problems, the researcher conducted a pilot study (open semi structured interviews) with (N=20) in-service EFL trainers and (N=40) in-service EFL teachers.

(a) The researcher asked (N=20) EFL trainers questions regarding their difficulties that hinder them to provide real opportunities to the trainees in order to develop their own points of strength or even remedy their points of weakness. The findings indicated the following:

* 75% of the interviewees asserted that most of the in-service EFL teachers have deep beliefs and conceptions that hinder them to reflect.
* 75% of them lack the ability of implementing SWOTAnalysis.
* 85% of them have difficulty in applying reflection thinking types.

(b) Forty in-service EFL teachers were asked questions regarding their real training needs. The findings indicated the following:

* 75% of the interviewees lack the techniques and procedures of implementing reflection types.
* 90% of them mentioned that the current training program technique is a one-way direction. It is based on the lecture method. Therefore, they are merely passive listeners.
* 75% of them added that the existing training programs neglect the real opportunities to improve their points of strength and remedy their points of weakness.

Statement of the problem

In light of the researcher's experience, the pilot study and open interviews conducted by the researcher, the existing training program could not provide real opportunities to improve reflective thinking skills of the in-service EFL teachers. Thus, they lack the mastery of implementing reflective thinking skills in their teaching process. Based on what has been mentioned, a training program based on strategic planning attempted to enhance the in-service EFL teachers' reflective thinking skills.

Therefore, the research tried to find answers to the following questions:

1. What are the reflective thinking skills required for the in-service EFL teachers?

2. What are the features of the training program based on the strategic planning to enhance the in-service EFL teachers' reflective thinking skills?

3. To what extent is the training program based on the strategic planning effective in enhancing in-service EFL teachers' reflective thinking skills?

Aims of the research

The current research aims at measuring the effectiveness of the training program based on strategic planning in enhancing in-service EFL teachers' reflective thinking skills.

Significance of the research

The present research may be significant in a number of ways:

1. **Providing a new training program applicable for in-service EFL teachers.**
2. **Helping in-service EFL teachers to be aware of their own points of strength and weakness via using SWOT analysis.**
3. **Introducing a new type of integration between the types of reflective thinking skills (for, in and on).**
4. **Adopting SWOT analysis tool as a base for conducting the treatment.**

Delimitations of the research

The current research participants included (15) in-service EFL teachers forming a purposeful group from Al-Salhyia Al-Jadeeda Directorate, Sharqia Governorate. They were currently teaching the 1st phase of the primary stage pupils (*grade 1, 2, 3*). They taught the new curriculum *connect 1, 2 and 3*. They were trained on applying the reflective thinking skills adopting the proposed training program based on strategic planning during the end of scholastic year 2021-2022.

Definition of terms

Strategic planning

Okwukweka and Obiageli (2015, p. 32) refer to strategic planning as "an approach which incorporates concepts, procedures, tools, and practices that help envision the future positioning of an organization and move it towards the direction in which it can achieve its future state by people around a shared vision and balancing their expectations".

In the current research, strategic planning can be defined as the in-service EFL teacher shared explicit vision using SWOT analysis for a

foundation for the training program to deal with the gap between their present practice and desired performance.

Reflective thinking skills

Rebecca (2012:16) defines the reflective thinking as "a gradual process including one's recalling their experience according to circumstance, one's establishing relationship between their experience (making reasonable), and using experience for personal change and development (reflection)".

Cowan (2020:22) defines the reflective thinking as "the process of recalling, thinking over or assessing any experience by usually considering certain objectives".

In the current research, reflective thinking skills can be defined as the in-service EFL teachers' abilities to apply reflection (for, in and on) action to improve their points of strength or remediate their points of weakness.

Training program based strategic planning

The current training program can be defined as a suggested training program in which the in-service EFL primary teachers use SWOT Analysis technique to develop both of their reflective thinking skills (moving through reflection types, "for", "in" and "on" action sessions) to improve their points of strength or remediate their points of weakness.

Review of literature

Teachers' learning never ends. That are teachers' teaching lives consist of two poles: teaching or learning. In addition to external motivation, teachers learn for their own interests However, as lifelong learning, continuing professional development can believed to start from teacher's career to retirement (Colin, 2012).

Reflective teacher education is essential for both pre-service teacher education and in-service professional development. Thus, the training of reflective thinking is important for the teachers. They should be able to make their own decisions and professional development after leaving teacher education program. Jaeger (2013:24) notes that prospective teachers would ideally acquire competencies that transcend technical thinking about 'what to do in the classroom' and engage in trying to establish relevant connections between theory and practice.

In this context, Al-Hadi and Jahin, (2014:4) state that reflection facilitates examination of experiences or cases in light of learning

objectives, making connections between theory and practice and between previous and new knowledge. Meaningful professional development empowers teachers to engage and collaborate with their colleagues to create communities of practice rather than working in isolation. As a result, EFL teachers are able to focus on what works best influence student achievement and empower the teachers to refine their craft of teaching.

Mikayilova (2015) holds that through reflection, teacher can react, examine or assess their teaching to make logical decisions on essential changes to improve attitudes, beliefs and teaching practices which lead for better student performance and achievement. Also, reflective teaching comes for helping meaningful thought and discussion among individuals about teaching or learning that will stimulate suitable changing in curriculum or pedagogy.

One of the main goals of reflective practice in teacher education is to cultivate teacher candidates who are skilled at reasoning about their teaching behaviors (Susoy, 2015). Without reflection, teaching methodologies and competences will become habits or routines. Teachers who engage in systematic analysis of the event or teaching practices can not only understand the nature and the role of a teacher, but also reach conclusions for educational choices in the future. It seems that engaging in reflective practice is a continuous learning process for teachers.

Teacher educator develops stance that allows the trainees to practice reflection types. They should help in viewing "problems" from multiple perspectives or actively question assumptions, routines, practices, and standing explanations that is taken for granted (Carrington & Silva, 2010). That are teacher trainers must help trainee teachers identify why a problem exists and examine the factors that have influenced its identification.

According to Chira and Hellenic (2016), strategic planning process can be planned through correlation of strengths, weaknesses, current opportunities and threats within and outside the institution. Connecting the desired situation and existing needing explains the main educational needs associated with product, output, and interim results.

Notably, Akyel and Arslankay (2012) highlight that SWOT analysis is a simple framework for generating alternatives situation analysis. It is applicable to either the corporate level or business unit level and frequently appears in marketing plans. SWOT (sometimes referred to as TOWS) stands for Strengths, Weaknesses, Opportunities

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or Threats. Strengths and weaknesses are viewed as internal factors, while opportunities and threats are usually seen as external factors.

Method

This research adopted the one group pre-posttest design. It includes (15) in-service EFL teachers representing a purposeful group from Al-Salhyia Al-Jadeeda Directorate, Sharqia Governorate. They were currently teaching the 1st phase of the primary stage pupils (grade 1, 2 and 3). They taught the new curriculum textbooks *connect 1, 2 and 3*. Moreover, the participants represented the total number of English Language staff members who already teach in the primary schools of AL-Salhyia Al-Jadeedah town. They were trained on applying the reflective thinking skills adopting the proposed training program based on strategic planning during the end of the scholastic year 2021- 2022.

There were two reasons behind choosing this sample. Firstly, they had the desire to enhance their reflective thinking skills. Secondly, it was designed and applied to the in-service teachers as they face difficulties in dealing with the new philosophy of the education system 2.0.

Description of the Training-Based Strategic Planning (TBSP)

The current research aimed at manipulating the training program based strategic planning to help the in-service EFL primary stage teachers develop their reflective thinking skills. It aimed at:

* reducing the participants' hesitations and errors when teaching the new curriculum topics.
* establishing a safe, supportive, collaborative shared reflection climate to foster teachers' responsibility for teaching.
* acquiring new teaching skills and problem-solving situations
* Providing an opportunity to understand the philosophy of the new Education system 2.0.
* bridging the gap between the required knowledge about teaching and their knowledge gained through experience.

The training-based strategic planning (TBSP) consisted of eight sessions. The suggested training program was based on the trainees centered training. As, the trainees were the key stone of the current treatment sessions. SWOT analysis tool was used. The in-service EFL teachers helped each other's to remediate their points of weaknesses and improve their points of strengths. The treatment sessions aimed at developing the in-service EFL primary teachers' reflective thinking skills through using SWOT Analysis and reflection (for, in and on)

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action.

After identifying the reflective thinking skills prescribed for the in-service EFL teachers and the development of the test for assessing the reflective thinking skills, the following procedures were taken.

1. Official permission for conducting the fieldwork was obtained.

2. The reflective thinking skills pre-application was applied in May 2021 on the participants (17) in-service EF teachers who were teaching the 1st phase of the primary stage from Al-Salhyia Al- Jadeeda Directorate. The (17) in-service EFL teachers were subjected to the reflective thinking pre- test. However, two of the (17) in-service teachers were excluded from the treatment. They had some excuses preventing them from completing the program. Thus, the actual participants were (N=15) in-service EFL teachers. The participants' written responses of the reflective thinking test were scored by two raters using the scoring rubric of reflective thinking skills on a scale from 1 to 3. As a result, the total score of the test was (36). Then, the average score of the two raters for each question was taken.

3. The actual intervention began in June 2021 by an orientation session in which the proposed learning materials were introduced. This included an idea about strategic planning, reflective thinking skills, the role of trainer and trainees. The trainer explained the training program procedures. He arranged the training time and location. After that, teaching the (8) sessions began and continued for (8) weeks at a rate of one sessions a week. Every session lasted for 90 minutes. Each session ended with a formative evaluation to evaluate the participants' mastery of the intended skill. During the treatment sessions, the participants were divided according to the SWOT Analysis tool. The participants were divided into three groups. Each group had five members. They were guided to reflect on their teaching collectively. The reflective thinking skills had three stages (before, during and after) teaching. While a member from each group practiced the teaching process individually, the group members analyzed, evaluated and wrote down their observation in their sheets. After each reflection stage, the group members discussed, monitored and assessed collectively. The trainer provided positive reinforcement and immediate feedback to the trainees.

4. At the end of training sessions, the post-application of the test was administered. The data obtained were statistically analyzed, and interpreted.

The treatment sessions regarding reflective thinking skills

focused mainly on four main steps. They are (1) goal setting for identifying the trainees' points of strength and weakness, (2) reflection types, (3) observation types and (4) minds-on session.

Figure 1. represents the current research suggested framework to enhance the participants' Reflective thinking skills
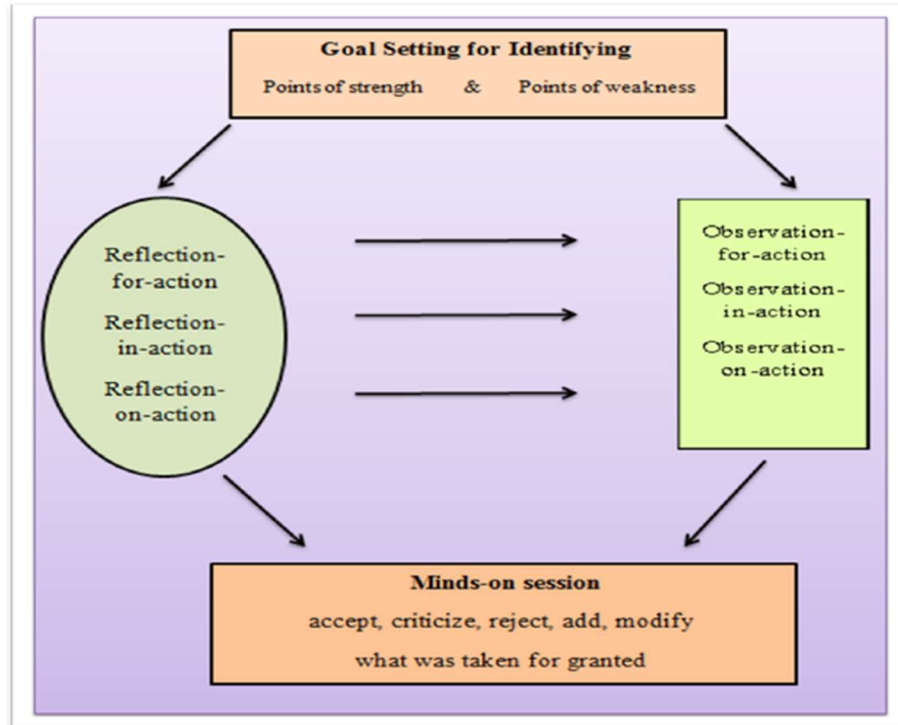
As shown in figure 1., there are four stages. In the setting goals stage, the trainees identify their points of strength and weakness in their SWOT analysis cards (done by the trainer). In such a case, according to the trainees' preferred points of strength, one group member practices self-reflection moving gradually through its types reflection (before, during and after) the teaching process. While presenting the teaching process, the other group members observe their peer's teaching. They write down their observation marks in their pre-designed sheet. Finally, the whole group (the reflector and the observers) are involved in a face to face discussion (minds-on) session. In which, they have the opportunities to logically discuss their observation. They can analyze, judge, accept, add, modify, reject, delete and share their ideas to improve the process of teaching practice.

The training program based strategic planning (TPBSP) included a trainee's manual, the framework of the strategy, the training

timetable and location, the reflection cards, the observation sheet and some handouts which dealt with the target of the research variables. Some aids and materials were used such as student's book *connect 1, 2 and 3*, teacher's guide, Egyptian Knowledge Bank (EKB) site, authentic materials and whiteboard. They are supported with PowerPoint presentation, diaries, visuals and audio to present and develop the targeted skills.

Instruments

Two instruments were developed, validated and used in the research. They were reflective thinking skills checklist, reflective thinking skills test. The following is a description of the instruments.

The reflective thinking skills checklist

In order to identify the reflective thinking skills that may be relevant and needed for the in-service EFL teachers, a checklist including 14 items was initially developed in order to identify the required skills for the research participants.

Validity of the checklist

The checklist was designed to a jury committee of fifteen TEFL methodology staff members, training designers and supervisors to check its validity. The purpose of the checklist was to select the related reflective thinking skills needed for the in-service EFL teachers.

Consequently, the jury members' feedback reveals that the following skills are required for the in-service EFL teachers. Table 1. below displays the final jury members' views.

Table 1.
The final reflective thinking skills checklistrecommended by the jury members

Intended reflective thinking skills items
The in-service EFL teachers can reflect-for-action to:
• form intended learning outcomes (ILOs)
• prepare appropriate resources
• determine the Education system 2.0 philosophy (life skills, values, issues and CLIL)
The in-service EFL teachers can reflect-in-action to:
• identify Total Physical Response (TPR) warming-up activities.
• implement suggested activities that can fit the young learners' preferred learning styles.

• **implement the self-assessment technique**
The in-service EFL teachers can reflect-on-action to add, modify or delete:
• **form intended learning outcomes (ILOs)**
• **prepare appropriate resources**
• **identify Total Physical Response (TPR) warming-up activities.**
• **implement suggested activities that can fit the young learners' preferred learning styles.**
• **implement self- assessment technique**

Table 1. above displays the final reflective thinking skills checklist recommended by the jury members' views for the in-service EFL teachers. Thus, these reflective thinking skills will be developed via the proposed training program based on strategic planning.

Reflective thinking skills test

The second instrument in the current research was a test for measuring the mastery of the in- service EFL teachers of reflective thinking skills. This test was administered to the target group before and after applying the training program based on strategic planning. Its final form was five pages. It included seven questions. These questions were gradually arranged according to the occurrence of the teaching process.

1. Reflection-for-action (before the teaching process)
2. Reflection-in-action (during the teaching process)
3. Reflection-on-action (after the teaching process)

Validating the test

After developing the test, it was submitted to a jury committee including fifteen members of TEFL methodology staff members and supervisors. The purpose of this step was to verify the test items' representation of the reflective thinking skills. The test description checklist presented the intended learning outcomes accompanied by their related test items, and a 3 levels scale of consistency (inconsistent, consistent and very consistent) between each of the intended learning outcomes and their test items. Finally, the jury members suggested some modifications to do with:

a. removing the redundant words.
b. rephrasing some skills.
c. adding significant skills.

In light of the suggestions of the jury members, the final format of the reflective thinking skills included three dimensions with seven questions. Finally, the test validity was approved.

Reliability of the test

After establishing the validity of the test, it was applied to a pilot testing group of (20) in-service teachers from Faqous Directorate. It is worth mentioning that those teachers were excluded from the treatment. Pilot testing of this tool was in the mid-term vacation of the scholastic year 2021-2022. Then, the test was re-administered after two weeks to the same sample. The reliability of the test was estimated using Cronbach's Alpha. The test consisted of seven items (seven questions).

Findings of the Main Hypothesis

The main hypothesis stated that there would be statistically significant difference between the mean scores of the pre and post applications of the test items measuring reflective thinking skills in favor of the post application. *t- test* was used to measure the difference in the mean scores of the research group between pretest and posttest and find out if any significant shift in the dependent variable has occurred. See Table 2. for the difference in the mean scores of the research group between the pretest and posttest of research skills.

Table 2: Means, Standard Deviation, t value and effect size of the participants'reflective thinking skills pre and post testing

Overall Reflective Thinking Skills	Measures	N	Means	STD	T-value	df.	Effect size
	Pre	15	1.53	1.54	35.65	14	.815
	Post	15	8.10	2.76			High

Table 2. reveals that there is a difference between the mean scores of the post application of the test of reflective thinking skills (8.10) and that of the pretest (1.53). The t-value (35.65) shows that the difference is statistically significant. The effect size is (0.815). Therefore, it can be concluded that training in-service EFL teachers in overall reflective thinking skills was effective. This means that the main hypothesis is verified for this skill.

It may be due to the trainees' implementation of reflection was high. This idea is supported by Shafaghat (2015) who asserted that reflection enhances teachers to re-evaluate their lives and open the way to apply a different lens through which they are able to filter, engage and interpret their own experience, then develop adequate and meaningful knowledge in a world that has a lot of ambiguity. It may be

also due to the fact that collaboration among peers stimulate reflection. This result supports the findings of **Faiz (2019)** who indicated that SWOT analysis fosters successful communication and builds collaborative teamwork among the staff. Hence, the participant could stand on ground easily identify their roles to what extent they could scaffold the whole group's points of miss-understanding and miss-conception.

It may be due to the implementation of peers' observation. In this regard, **Rebecca (2012)** and **Jamieson (2015)** which pointed out that colleagues are mirrors reflecting their peers' personality, academic knowledge and behaviors. What is most important to emphasize is the trust and reciprocal interaction in a warm and supportive environment. This is an important point – effective critical reflection can only take place in a climate that is egalitarian and participatory. Knowledge creation, through ongoing reflection on experience, peers' feedback, reinforcement were taken into account.

Findings of first sub-hypothesis

The first sub-hypothesis stated that there would be statistically significant difference between the mean scores of the pre and post applications of the test items measuring reflective thinking skills-reflection-for-action in favor of the post application. Hence, t-test was used to measure the difference in the mean scores of the research group between pretest and posttest, and to find out if any significant shift in the dependent variable has occurred. See Table 3. for the difference in the mean scores of the research group's levels in reflection-for-action skills between the pretest and posttest.

Table 3: Means, Standard Deviation, t value and effect size of the Participants'reflection-for-action skills pre and post testing

Reflection -for-action	Measures	N	Means	STD.	T-value	df.	Effect size
	Pre	15	2.47	1.23	35.65	14	.849
	Post	15	8.13	2.54			High

Table 3. reveals that there is a difference between the mean scores of the post application of the test of reflective thinking skills (8.13) and that of the pretest (2.47). The t-value (35.65) shows that the difference is statistically significant. The effect size is (0.849). Therefore, it can be concluded that training in-service EFL teachers in reflection-for- action was effective. This means that the first hypothesis is verified for this sub skill. It may be due to the trainees' interaction was high.

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The process of observation of the teachers' strengths and weaknesses are highly regarded.

This agrees with research done by Farrell (2015) who asserted that reflection- for-action emphasized the importance of enhancing the thinking process before teaching. This skill helps participants to state, identify and prepare their teaching materials. It is considered the core of thinking skill. Using SWOT analysis provides the ability to vision a proper look into the future and with proper skills to predict the lesson procedures. SWOT analysis in considered a central tool in training. Implementing SWOT analysis helps to establish a basic training system for educational institutions. It enhances teachers' abilities to fix their teaching needs and validate what was taken for granted.

This result supports the findings of Jaeger (2013) which attributed to the fact that practicing the process of reflecting before teaching helped the teachers to revise some of their un-examined beliefs, change their normal way of doing things and discover faults before teaching.

Findings of second sub-hypothesis

The second sub-hypothesis stated that there would be statistically significant difference between the mean scores of the pre and post applications of the test items measuring reflective thinking skills reflection-in-action in favor of the post application. Hence, t-test was used to measure the difference in the mean scores of the research group between pretest and posttest, and to find out if any significant shift in the dependent variable has occurred. See Table 4. for the difference in the mean scores of the research group's level in reflection-in-action skills between the pretest and posttest.

Table 4.
Means, Standard Deviation, t value and effect size of the Participants' reflection-in-action skills pre and post testing

Reflection-in-action	Measures	N	Means	STD	T-value	df.	Sig.	Effect Size
	Pre	15	2.27	.80	30.65	14	000	.789
	Post	15	8.54	1.20				High

Table 4. above reveals that there is a difference between the mean scores of the post application of the test of reflective thinking skills (8.54) and that of the pretest (2.27). The t-value (30.65) shows that the difference is statistically significant. The effect size is (0.789). Therefore, it can be concluded that training in-service EFL teachers in

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reflection -in- action was effective. Thus, the second sub-hypothesis is verified. This result supports the findings of Brigham (2011) which attributed to the fact that revising the process of reflecting during teaching helped the learners to make informed actions with a better chance of achieving desired outcomes. It helps teachers develop a rational for practice, and the underlying principles behind our practice.

This result supports the findings of Mikayilova (2015) who asserted that reflection during action helps teachers keep perspective about limits to their abilities in the classroom. It enlivens their classrooms and increases democratic trust enabling students to feel safe in their own opinions and beliefs.

Findings of third sub-hypothesis

The third sub-hypothesis stated that there would be statistically significant difference between the mean scores of the pre and post applications of the test items measuring reflective thinking skills "reflection-on-action" in favor of the post application. Hence, t-test was used to measure the difference in the mean scores of the research group between pretest and posttest, and to find out if any significant shift in the dependent variable has occurred. See Table 5. for the difference in the mean scores of the research group's level in reflection-on-action skills between the pretest and posttest.

Table 5: Means, Standard Deviation, t value and effect size of the Participants'reflection-on-action skills pre and post testing

Reflection -on-action	Measures	N	Means	STD	T-value	df.	Sig.	Effect size
	Pre	15	1.53	.98				.779
	Post	15	8.70	2.76	6.12	14	000	High

Table 5. above reveals that there is a difference between the mean scores of the post application of the test of reflective thinking skills (8.70) and that of the pretest (1.53). The t-value (6.12) shows that the difference is statistically significant. The effect size is (0.779). Therefore, it can be concluded that training in-service EFL teachers in reflection-on- action was effective. Thus, the third sub- hypothesis is verified.

This means that the first hypothesis is verified for this sub skill. It may be due to the fact that thinking after teaching process gives the teachers a final opportunity to evaluate their teaching process. This agrees with the research done by Rebecca (2012) and Jamieson (2015) which asserted that reflection after action enhances the in-service EFL teachers' abilities to check, reframe, and broaden their unexamined

beliefs. It involves the process of analyzing and evaluating the past events related to practice and the desired outcome to improve the practice in the workplace. In reflective thinking, the practitioner is engaging in a cognition that includes metaphors of ambiguity like doubt, hesitation or mental difficulty.

There are several possible explanations for this result. For example, Farrell (2015) which attributed to the fact that revising the process of teaching after teaching helped the learners to check some of their strategies. It helped in changing their normal way of doing things and discover faults in what they have already done. Thinking after teaching is an important human activity in which people recapture their experience, think about it, mull it over and evaluate it. It is this working with experience that is important in learning.

Discussion of the Findings

The following is a detailed discussion of the findings related to the empirical part of this research. Such a discussion relates to the purpose as well as hypotheses of the research. The purpose of the present research was to investigate the effect of a training based strategic planning for enhancing reflective thinking skills of in-service EFL teachers.

The hypothesis of the present research stated that there would be statistically significant difference at level (0.05) in the mean scores of the experimental group between the pre and post applications of the test items measuring reflective thinking skills in favor of the post application. In order to test this hypothesis, the experimental group pre and posttest mean scores were compared using t- test which revealed a statistically significant difference.

Additionally, an effect-size of (0.815) was found using Cohen's (1988). This indicates that the effect of a training based on strategic planning for enhancing reflective thinking skills has a large practical significance. Thus, one can say that the in-service EFL teachers of the experimental group achieved significant improvements in reflective thinking skills during the period of the experiment. Many possible explanations for this finding can be seen as following.

A possible explanation of this result is that the technique of implementing reflection types (for-in-on) improved reflective thinking skills. This agrees with prior research in the field of reflective thinking skills which suggests that the reflection types increases reflective thinking skills effectiveness (e.g. A-Hady, 2018; Ghanem et al., 2019).

Reflection can be considered an approach for evaluating instructional effectiveness of the opportunities provided to learners to practice multiple perspectives, how far the course materials work, how well learners get involved in reflecting, in addition to how far the learners assess their reflective practices. Such a learner-focused environment will consequently cause learner empowerment and enables learning best in the future. This view is supported by some researchers (e.g., Mezirow, 1997). In the instructional context, the teachers reflect on the assumptions they or others make when they are engaged in communicative learning.

Moreover, many experts have noted the variety of reflective thinking benefits in teachers' training. For example, those benefits are recommended by Septiani and Cahyono (2019). It (1) enhances the teachers identify a rational for practice; (2) helps them keep perspective about abilities limits in the classroom; (3) enlivens their teaching process; and (4) increases democratic confidence enabling teachers to feel safe in their own beliefs and opinions.

Moreover, the current research focused on trainees -centered-training. The environment encouraged a new way of making meaning of teaching processes, judge, accept, reject logically in a way that the participants did not passively accept and believe what they were told or what they read or listened to, but rather engaged in oral critical viewing circles, discussion and critical questioning.

The current research findings are thought to be in line with the findings of Al-Hadi (2018) who asserted the necessity to prepare the teacher who examines the theoretical traditions and taken-for granted practices since the intent are to encourage self-reflective ways of thinking and to provide frameworks of rethinking teaching and learning i.e., to boost and maintain a reflective mind.

In the same line of thought, Qindah (2019) asserted that injecting reflective thinking into teacher education programs, helps in shaping them with transformative learning. Prospective teachers consequently can accomplish many objectives. Being involved actively in and on others, prospective teachers can reframe those experiences and consider alternatives for future applications.

A further explanation is that this finding could be attributed to the nature of the training program based on strategic planning which focuses on SWOT analysis. It gives opportunities for learners to improve their points of strength and remediate their points of weakness. Chira (2016) revealed that SWOT analysis tool encouraged the participants to participate in different training tasks without fear.

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An honest and open discussion during the treatment sessions about existing strengths and weaknesses are important elements of strategy. It provided a relaxed atmosphere, of mutual trust, in a clean environment. It helped the participants to be self- dependent learners, motivated them to interact effectively.

This supports the ideas of Daniela (2017) who indicated that strategic planning emphasizes trainees -centered- training and laying the groundwork for meaningful change. Moreover, language tasks get the learners opportunities to interact and learn naturally.

The previously mentioned findings indicate that the implementing of training program based on strategic planning (TPBSP) developed the participants' reflective thinking skills. This indicates that the effect of a training based strategic planning for enhancing reflective thinking skills has a practical significance. Thus, one can say that the in- service EFL teachers achieved significant improvements in reflective thinking skills during the period of the experiment.

The researcher has concluded that:

1. TPBSP is effective in developing participants' reflective thinking skills especially reflection for, in, on action.

2. TPBSP gives the participants real opportunity to practice their activities in a safe and supportive environment.

3. Participants' ability to effectively use SWOT analysis is a good predictor of academic success and teaching process. It also helps them to be for their self and lifelong- learners.

Recommendations

Based on the findings of the current research, it is recommended that:

1. Training syllabus designers and material developers should consider strategic planning to involve teachers in identifying their points of strength and weakness.

2. Professional development trainers should engage the trainees to share in the process of suggesting the training vision and mission.

3. Teachers should begin to reconsider their teaching process and assessing in light of implementing reflection types (for, in and on) action

4. A training program based on strategic planning   should   be   a component of the in-service teachers' training programs.

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المستخلص: هدفت هذه الدراسة إلى التحقق من فاعلية برنامج تدريبي قائم على التخطيط الاستراتيجي لتنمية مهارات التفكير التأملي لدى معلمي اللغة الإنجليزية كلغة أجنبية أثناء الخدمة، واقتصرت عينة هذه الدراسة على (١٥) معلمًا من معلمي اللغة الإنجليزية بإدارة الصالحية الجديدة التعليمية، وتضمنت أدوات الدراسة على اختبار مهارات التفكير التأملي الناقد، واستخدم الباحث المنهج شبه التجريبي للمجموعة الواحدة ذات الاختبار القبلي والبعدي، وقد قام الباحث بإجراء الاختبار على عينة الدراسة وبعد ذلك تم تطبيق البرنامج التدريبي القائم على التخطيط الاستراتيجي على أفراد العينة ثم تم تطبيق الاختبار على عينة الدراسة، وقد تم تحليل البيانات باستخدام اختبار "ت"، وتوصلت الدراسة إلى وجود فرق ذي دلالة إحصائية بين التطبيق القبلي والبعدي لصالح التطبيق البعدي؛ ويمكن الاستنتاج أن البرنامج التدريبي القائم على التخطيط الاستراتيجي ذو فاعلية في تنمية مهارات التفكير التأملي لدى معلمي اللغة الإنجليزية كلغة أجنبية أثناء الخدمة.

الكلمات الأساسية: التخطيط الاستراتيجي، ومهارات التفكير التأملي ، معلمي اللغة الانجليزية كلغة أجنبية اثناء الخدمة