The Effect of Teachers’ Collaborative Meetings on Their Teaching Practices

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Research on teacher development is becoming an important feature of ESL/EFL teacher education programs worldwide. One way that may promote teacher development is the formation of teacher collaborative meetings. This study sought to investigate in what ways regular collaborative meetings promotes reflective thinking. The present study focused on four EFL teachers in Kerman, Iran who came together in weekly meetings to reflect on their works. The study examined: (1) what does a group of EFL teachers in Iran talk about when they come together to reflect on their work? (2) What is the level of their reflection? Is it descriptive or critical? (3) Does this reflection develop over time? The group discussions were audio-taped and coded according to the topics they talked about, and these topics served as a measure of critical reflectivity. Results showed that: (1) the teachers mainly talked about their personal theories of teaching and their problems in classrooms; and (2) all participant teachers were reflective only in a descriptive level in their orientation to teaching. In fact they varied in their degree of reflectivity in each or all of the categories.