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Reflection and educational technology in Iranian EFL education: Types and Barriers

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Abstract

The purpose of this study was two-fold. Firstly, to determine whether there is a statistically significant difference between university instructors and institute teachers as regards using educational technology and practicing reflective teaching and secondly, to assess the types of reflection and educational technology university instructors and institute teachers engaged in Iranian EFL contexts. The study focused on the use of such educational technologies as email, the Internet, blog, electronic databases, electronic journal, Learning Management System, and podcast in handling class activities. An analytic survey method was utilized and the required data were collected by means of a questionnaire. Purposive sampling technique was used to specify a total sample of 100 participants including 50 EFL instructors teaching English at English departments in Azad University branches in Shiraz and some surrounding towns as well as 50 teachers teaching English at advanced levels in Iran Language Institute. The results of an independent sample T-Test analysis revealed that there was no significant difference between university and institute contexts regarding the use of educational technology and practicing reflective teaching by instructors through class activities. Furthermore, the findings also indicated that the participants mostly used reflection in action, the Internet and Email. Moreover, lack of accessibility and educational support were found to be the main problems in the way of exploiting educational technology and reflective teaching in Iranian EFL contexts.

Keywords: reflection, reflective teaching, educational technology, EFL education, Iranian contexts

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Introduction

Reflection and reflective teaching are interrelated approaches that have gained a noticeable status in teacher education through recent decades (Taghilou,2007). Richards and Lockhart (1997) state that "reflective approach to teaching is one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices; and the data are then used further to reflect critically about teaching" (p. 1). To Richard (2008), reflection is appeared with change as he claims that, a reflection approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. The reflective approach to teacher development is crucial for English teachers who desire to enhance professionally with the aid of thinking critically (Richards and Farrell, 2005).

With the advent of post method pedagogy, one of the most crucial responsibilities of EFL ESL teacher is reflection (Prabhu, 1990; Kumaravadivelu, 2003; Kumaravadivelu, 2006). In the method pedagogy, teachers performed the ruling principle of methods of language teaching without having much effect, on the way methods were devised in educational circles. That means the relationship between theory developers and practitioners was a top down in nature. Therefore, teachers were charged with little critical utterance (Crandall, 2000) .The post-method pedagogy questioned the traditional ways of teaching and motivate teachers to develop their teaching use reflection as a tool in their practice. Farrell (2003) stated that reflection aids instructors to construct their diurnal experiences, enables them to perform in an intentional critical and international manner, increases their awareness regarding teaching, and causes positive shifts. English language instructors can apply reflection as a tool to discover their ideas, character, feeling and values, all significant parts of their previous learning experiences. "Reflection has become an integral part of teacher education'' (Jay & Johnson, 2002, p.73). Reflection lies at the core of inquiry that intends to expand Teacher development and understanding regarding practice in and beyond the class (Day, 1999). He asserted that:"…quality educators and education cannot be derived from the imitation of techniques that have worked in the past, but rather teachers should be trained in analyzing and defining principles behind the techniques. In short, it is theorized that the more teacher reflectivity, the better the quality of teaching" (Dewey, 1933, p. 89).

In recent years, educational technology has gained in popularity in teacher education encompassing both learners and teachers and also cause flexibility in teaching and learning process. Technology could be considered as a necessary tool to access and communicate up-to date information in an information age. Moreover, technological tools such as computer assisted language learning increasing pondering critically, reflective practice and it could be regarded as a ways of enhancing English language teaching .With today's technological tools, instructors can reflect on their teaching practices. Therefore they enhance efficacy of reflective teaching.

Although, the application of reflection on teaching facilitated by technology, the need for reflection is even so crucial when teachers decide to integrate technology into their instruction. The reason is that teachers, even if already acquainted with the technology, they may still not knowing how to use it effectively in the class. Therefore, instructors should be able to assess and select suitable technology based on the learning requirements of the students, lesson plan, methods of instruction, allowing them to modify their teaching strategies, process, to enhance effectiveness of teaching practices and provides deeper sets of choices to promote teaching and reflection.

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Related Literature

From a historical /theoretical point of view, since reflection has been influenced by many trends and Philosophies, there are different interpretations of reflection. Nevertheless reflection has been defined and practiced according to the history of this concept (Akbari, 2007). One of the earliest cited definitions of reflection in education came from John Dewey (1910) according to whom reflective thought is the "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends (p .6). Dewey (1933) simply argued that reflective thinking is crucial for a teacher, since it helps people to have intellectual action rather than appetitive, blind and impulsive one. Dewey (1910/1933) made a distinction between routine action and reflective action, claimed that when we are encountered with difficulties that need to be carefully explained, knowledge is constructed, so possible solutions can be theorized and then examined. He asserted that through reflecting on difficulties and possible solutions we incorporate hypothetical concepts into our practice. Richards (2008) also considered reflection as a crucial element of teacher evolution. He explained critical reflection as a process in which experience is recollected, reviewed, and assessed, usually associated with an extensive goal. He also considered this process as a fundamental status for assessment, making a decision and as a starting point for planning and action. Milrood (1999) also clarified reflection as "the process of mirroring the environment non-judgmentally or critically for the purposes of decision-making" (Milrood, 1999, p. 10).According to loughran (1996) Reflection is a purposeful act of thinking which search for solutions to problems faced in teaching and learning context. Likewise, Bartlett (1994) asserted that reflection is not only thinking but also concentrated on daily classroom teaching of the individual teacher as well as the systematic structures in which the teacher and students act.

1. Factors Affecting Integration of Technology

Before starting how to increase applying instructional technology and also what to teach with the aid of technology, the educational technology should be guaranteed of motivation, accessibility, training, and support (Brace and Roberts, 1996). Many factors assist to use technology in teaching learning context. These factors contain teacher's attitudes regarding using technology, training, modeling by colleague, accessibility, and support, teacher's attitudes.

1.1. Training

Ochs (1993) noted that in spite of the fact that the availability of the book assist teacher how to employs educational material, suitable training programs are almost ever superior since they efficiently instruct conception into a format which is simple to understand. Furthermore, he asserted that although administrators just consider cost of training courses, it is deserve to invest in training since it increase the skill and efficiency as well as the productivity of plans. Brace and Roberts (1996) declared that "Lack of training creates a barrier to faculty's use of technology in general. Faculty requires hands-on experience [through] workshops and orientations that are offered at convenient times" (p. 327). Applying technology without training cause faculty a barrier, therefore he/she needs to have experience by means of workshops that are provided at appropriate times.

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1.2. Availability

The availability of the technologies for teachers, faculties, is another factor to apply technology in their teaching. In fact teaching material can be replaced, extemporized, still denote the identical message. However, some technologies cannot be exchanged, extemporized for instance, overhead projectors and computers. Therefore, such materials require to be guaranteed by the institution or the Ministry of education (Hope, 1997; Majed, 1996).

1.3. Support

Several support systems must execute to empower continuousness and sustainability when new skills, abilities are acquired. For instance, guarantee from the administration like financial allotment for technical support, coaching and motivating faculty to apply technology in their class rooms are requirements for sufficient execution of utilization of educational technology. It is important that administrators take the initiative to organize in-house discussions and sharing of ideas on how some of the technologies can be incorporated in the classrooms (Hope, 1997). According to Beggs (2000) another support is related to members of employees when they support colleague in the applying of educational technologies. Beggs (2000) confirmed the need for such support when he contend that at first instructor use educational technology, then, the kindly help received from colleague contribute to the experience more simple.

1.4. Access

Brace and Roberts (1996) highlighted that, Faculty require accessing all kinds of technology such as networked computer, audio-visual equipment. In fact, the technological tools should easily be accessible. Besides they asserted that a check-out system is required to produce technology which is available whenever in any place. Then, with the aid of such kind of accessibility arrangement and planning of lesson as well as delivery increased, while, the discouragement may teacher have due to the lack of associability to a special technology which they intend to apply is removed.

2. Barriers to Use of Technology

There are several barriers which decrease or even hinder the application of technology in teaching pedagogy. Much research is leading to the recognizing or identification of these barriers which affect the utilization of technology in teaching learning context. This section deals with the identification of these barriers.

All in all, making a technology based society needs more than the providing sufficient and practical technological tools such as hardware and software. In fact guaranteeing from the school management, modeling and support from co-worker, and conditions in which students are encouraged and motivated are the requirements for teachers to adopt the application of technology in their instruction (Alvine, 2000).

The present study focused on five educational technologies i.e. Email, internet, blog, electronic data basis, electronic journals, learning management system and podcast. This section intended to elaborate the explanation of these technological tools and their use as well.

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2.1. Email

"Electronic mail is perhaps the most ubiquitous computer application in use today. E-mail can be defined as the sending of a message to one or more individuals via a computer Connection" (Encyclopedia of Computer science and Technology, p. 176). . Belisle (1996) called email a tool which causes opportunity for learners to cooperate with each other and interchange their knowledge to raise their learning of language. He indicated that applying email benefits both instructors and learners to a large extent. He provided following reasons to justify his statement. First, through utilization of email in the class, students will become acquainted with the tool, particularly how the tool direct them to increase their acquiring of language. Second, with the aid of email there is no time or place restriction for a teacher to communicate, interact with a pupil or a group of pupils work on assignment. Therefore, leads to involve pupils in dynamic and interactive learning more than before.

2.2. Internet

Internet is called one model of Computer Assisted Language Learning, which have a fundamental function in second language learning as well as teaching (Fidelman, 1997). Wong et al. (2005) declared that the Internet cause the revolution and major change in the way instructors teach as well as their learners understand in the class. Besides Stapleton (2003) argued that the Internet was considered as a suitable supplemental or even as a substitute search tool for academic research during the past several years. Since, Internet provides the easy way of seeking for information with a lot of subjects, therefore it is regarded as a convenient research tools for students of university and academy to perform their research tasks and projects. Most of the researchers have emphasized regarding the information practices, since this cause noticeable impact on the quality of students' assignments and research projects (Thompson 2003). ESL/EFL instructors can empower learners to apply the target language in a real, genuine situation through using internet (Daugherty & Funke, 1998; Moore, 1996; Mosquera, 2001). Peterson (2000) indicated that an Internet-orientation learning conditions is able to provide an educational tool.

2.3. Blog

"Web logs" but soon globally become shorten to blogs, is modern kind of online journal which becomes popular quickly. It is not just being selected by Web-savvy designers and writers, but also by millions of common users desired to convey their ideas on the daily news, criticism on music or restaurants, examine technological progression, or let families know about each other (Encyclopedia of Computer Science and Technology, p. 507). According to Kennedy (2003), blogs mixed the most excellent components of technology, where work is gathered, revised, and evaluated, to publish instantaneously for a virtual spectator. Blogs are electronic written phrases which particularly efficacious to support reflection more than other technological tool (West et al., 2005). According to Kennedy (2003), blogs are "part web site, part journal, part free-form writing spaces [that] have the potential to enhance writing and literacy skills while offering a uniquely stylized form of expression"(p .17).

2.4. Electronic Data Basis

An electronic data basis, or digital library, is an arranged collection of information concentrated on one or multiple areas (Monopoli et al. 2002). It let users not only to obtain a large amount of resources from

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various areas of knowledge, but also empower them to retrieve those resources orderly, methodologically and effectively.Electronic data basis is called A collection of data organized in a structured, regular way which causes the search quickly and without difficulty. Marchionini and Maurer (1995) declared that electronic databases produce occasions to access information resources which could not be traditionally accessible outside of the schools, therefore would benefit both instructors and students in educational contexts. One of the advantages of electronic resources is the obtainability which provide for classroom learning by the applying of multiple books in an online digital collections. (Hourcade et al. 2003). In addition, Wallace et al. (2000) asserted that through the use of electronic data basis, student's access to information resources, they seek about questions of individual concerns, and they are supplied with the tool to manage browsing and innovative findings, and therefore autonomous learning increases. There is no time restriction regarding searching through electronic databases or an item which can be showed. In contest to a library book, electronic databases do not spoil materially, or mislaid, or vandalized.

2.5. Electronic Journals

" An electronic journal is a periodical publication which is published in electronic format, usually on the Internet**.** Electronic journals, also known as e journals, and electronic serials, are scholarly journals or intellectual magazines that can be accessed via electronic transmission (Encyclopedia of Computer Science and Technology, p. 174). Kerka (1996) declared that electronic journals played an important role in distance education and emphasized on the support angles of the journal relations for students which are geographically separated from each other when they faced with additional problems of access, justice and technical abilities.

2.6. Learning Management System

It is a utilization of software to manage, document, trace and inform of instructional activities, class rooms and on line or e-learning programs. A learning management system (LMS) assisted the web-based learning environments through enabling the administration, delivery and tracing understanding. A LMS is often regarded as the beginning place of any web-based learning contexts (Cavus, Uzunboylu and Ibrahim, 2006).

"An LMS offers a single point of access to different sources of learning. It automates management of learning activities and provides unanticipated occasions for enhancing human resource (Encyclopedia of Computer Science and Technology, p. 287).

2.7. Podcast

"A Podcast is an audio file that is distributed by subscription over the Internet using syndication feeds for playback on mobile devices and personal computers. The author of a podcast is often called a podcaster. The term "podcast" is derived from Apple's portable music player, the iPod. A podcast can be downloaded automatically, using software capable of reading feed formats such as RSS (Encyclopedia of Computer Science and Technology, p. 375).

Podcasting provides several advantages for pupils learning. The first advantages is enabling learner to play a downloaded podcast events again, re-examine and affirm content. It also let learner for more reflection and acquire explanation, clarification of language for speakers of non-native (Laing, Wootton, and Irons 2006; Shannon 2006). The second benefit pertains to the availability of the scope of podcast file

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kinds whether merely audio, increases (with pictures, links and Meta knowledge) or vodcasts (video-on-demand podcasts) (Mayer and Massa, 2003). The third advantage is the learner's applying of podcasting as a device through which make an interaction with an educational task. The last benefit of podcasting is related to potentiality of mobile learning; in other words, enable students to listen to podcast events on a movable tool whenever they want .listen to podcast episodes anywhere on a portable device (McLoughlin and Lee, 2008).

Statement of The Problem

Reflective teaching and educational technology are two significant element to assist EFL instructors carry out effective technology-based reflection. Having recognized the crucial role of reflection in general and reflective pedagogy in particular, are often neglected in Iranian academic context in general, and EFL context in particular. EFL context encompassing both university and institute context. The very first shortcoming of the previous research is that there have been little research on these issues in a variety of EFL context, especially in two Iranian sub context.

Another pitfall of previous studies is that most of them has tended to focused on the use of educational technology to increase learning quality, reflective learning. Furthermore, there is little empirical evidence that concentrated on the obstacles and problems with regard to implementation of educational technology and reflective teaching.

Therefore, there is a need for more research in this area in Iran to help us better figure out how to applying reflection, reflective teaching and using educational technology to facilitate effectiveness of teaching practices, reflection and reflective teaching and also to recognize the perceived obstacles which can hinder instructors from implementing educational technology and reflective teaching as well.

Research Questions

1) What types of educational technologies and reflections do Iranian university professors and institute teachers use?

2) Is there any significant difference between university professors and institute teachers as regards using educational technology in their reflective teaching?

3) Is there any significant difference between university professors and institute teachers regarding using reflective teaching?

4) What are the barriers to using educational technology and practicing reflective teaching in the targeted contexts?

Method

Participants

A total of 100 100 male and female EFL instructors (males and females) including 50 EFL instructors teaching English at the department of English in Azad University branches in Shiraz and some surrounding towns and 50 EFL teachers teaching English in advanced levels in Iran Language Institute took part in this study. The university instructors were arranged based on their rank, namely professor, associated professor, assistant professor and lecturer. This survey used purposive sampling**.**

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Instruments

In order to address the question posed in the study, the questionnaire was given to the participant. A researcher-made questionnaire was designed to assess the kind of educational technology as well as reflection types the instructors mostly employs, and the amount of technology use and reflective teaching practices in institute and university context and the obstacles and problems with regard to implementation of educational technology and reflective teaching. Then, a pilot study was administered and the questionnaire was distributed among 34participants. According to collected data, specific modifications were done to make the items more accountable. As it was mentioned before, the researcher worked on data to be collected with questionnaire among instructors at the variety of Azad University branches and teachers at the Iran Language Institute. The questionnaire was comprised of two parts. The first one is pertaining to personal attitudes, and the second includes 44 questions regarding the application of reflective teaching, educational technology and the probable variables hindering the benefits of applying such assets. This questionnaire was responded using a 5-point Likert scale , ranging from 1= never to 5= quite frequently (see the questionnaire in the appendix).

Procedures

data collection procedures

The participants were 100 Iranian EFL teachers selected according to purposive sampling from variety of Azad University branches and teachers at the Iran Language Institute in Shiraz, Iran. The study was carried out during the academic year of 2013 within 4 months. The necessary data were gathered from the questionnaire. Furthermore, they were initially explained regarding the purpose of the study in order to help the participants with responding. The respondents were asked to fill out the questionnaires honesty and meticulously because the information would be kept confidential and their careful answers leads to enhance more precise results which is so vital for research purpose.

data analysis procedures

To analyze the data the statistical package for the social science (SPSS) Version 16 were utilized. Also, researcher used descriptive and inferential statistics. Percentages, frequency mean and standard deviation were used to give a description of the results from the questionnaire regarding the type of reflection and educational technology used by Iranian EFL instructors, and the barriers with regard to implementation of educational technology and reflective teaching. As for handling the inferentially statistical analysis of the results, an independent sample T-Test was conducted to compare the difference of amount of technology use and instructors' application of reflective teaching practices indicated by the participants in the two groups.

Results

The first research question of the study seeks to find the types of educational technology and reflection used by Iranian EFL university professors and institute teachers. To address this question, the results of questions which focused on type and frequencies of both educational technology and reflection in the questionnaire were analyzed. Instructors' responses to the questionnaire were evaluated on the basis of frequencies in educational technology as well as reflection use. The results are reported in the following tables.

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Table 1 Types of educational technology Use by EFL university professors and institute teachers

Item	1	2	3	4	5	Mean
Email	11	12	28	31	18	**3.33**
Internet	2	14	22	33	29	**3.73**
Blog	9	33	34	21	3	**2.76**
Electronic data basis	7	9	31	36	17	**3.47**
Electronic journals	5	12	27	38	18	**3.52**
Learning management system	11	20	29	30	10	**3.08**
Podcast	21	30	25	19	5	**2.57**

As Table 1 illustrates, the most common types of educational technologies used by EFL University professors and institute teachers were reported Internet (3.73) and Email (3.47), while the least were podcast (2.57) and blog (2.76), respectively.

Table 2 Frequencies of educational technology Use by EFL university professors and institute teachers

Item	Percent
less than three hours in a week	14
three hours in a week	22
five hours in a week	32
ten hours in a week	17

According to Table 2, out of the total, 32% of the participant reported using educational technology five hours in a week, 22% rated three, and 18% acknowledged less than three hours weekly.

Table 3 Types of reflection Use by EFL university professors and institute teachers

Item	1	2	3	4	5	Mean
reflection -in –action	1	5	30	42	22	**3.79**
reflection -on –action	2	7	34	34	23	**3.69**
reflection -for – action	2	13	42	30	13	**3.39**
reflection –within	9	31	27	22	11	**2.95**

Considering the information presented in Table 3, 36% of the total percent identified the application of reflection in action, and 25% of them highlighted using both reflection on action and for action.

Table 4 Frequencies of types of reflection Use by EFL university professors and institute teachers

Item	1	2	3	4	5	Mean
reflection -in –action	1	5	30	42	22	**3.79**
reflection -on –action	2	7	34	34	23	**3.69**
reflection -for – action	2	13	42	30	13	**3.39**
reflection –within	9	31	27	22	11	**2.95**

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Table 4 reveals that according to the mean scores of each type of reflection university professors and institute teachers mostly reported reflection in action (3.79), while reflection within (2.95) was rated as the least one. The second question of the study was designed to find out whether there is any significant difference between university professors and institute teachers as regards using technology in their teaching. In order to investigate this difference, an independent sample T-Test was conducted. The findings are shown in Table 5.

Table 5 Difference of educational technology Use by EFL university professors and institute teachers based on the context

Gender	N	Mean	Std. Deviation	T	Sig
university	50	3.47	0.54	1.35	0.178
institute	50	3.33	0.51		

As depicted in Table 5, comparing the mean scores of two contexts, although there was a slightly significant difference between the mean scores of university and that of institute context, which indicated that EFL university professors used educational technology relatively more than the institute teachers, this slight difference was not significance (T= 1.35, sig=./178). The third question of the study was about the possibility of significance of the differences between EFL university professor's use of reflective teaching in university and teachers in institute. An independent sample test was run to test differences. Results of T-Test analysis are given in Table 6.

Table 6 Difference of reflective teaching Use by EFL university professors and institute teachers based on the context

Gender	N	Mean	Std. Deviation	T	Sig
university	50	3.57	0.57	1.48	0.142
institute	50	3.41	0.51		

As it can be seen from the table above, the mean scores of university context was little more than that of institute. The implication is that, compared to institute teachers, university professors applied reflective teaching more, however this little difference was also insignificance (t=1.48, sig= 0.142) .

The last question delved into the barriers and obstacles in the way of implementation of educational technology and practicing reflective teaching in the two mentioned teaching contexts. To give a clear view of these problems, descriptive statistics for each of them are presented in Tables 7below.

Table7 Descriptive Statistics of instructors' consideration of each barrier in using technology

Item	1	2	3	4	5	Mean
Cost	8	20	44	21	7	**2.99**
Misunderstanding of how to use	13	23	36	20	8	**2.87**
Lack of motivation to use technology	9	23	38	25	5	**2.94**
Lack of motivation to improve in reflective teaching through educational technology	13	18	35	28	6	**2.96**
Lack of accessibility	5	8	18	39	30	**3.81**

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Lack of supporting	6	6	29	39	20	**3.61**
Lack of training	4	12	30	31	23	**2.57**
Inadequate and unreliable resource	7	13	30	32	18	**3.41**
Privacy and viruses	16	33	40	11	0	**2.46**
Did Not Think About, or See the Benefit of, Using Technology for reflection	20	33	31	15	1	**2.44**

Regarding the findings given in table 7, based on the mean scores of each barrier of technology use, the most problematic ones were lack of accessibility (3.81) and supporting (3.61), respectively. Whereas, the least were did not think about, or see the benefit of, using technology for reflection, (2.44) privacy and viruses (2.46), respectively. Other barriers from the most important to the least ones were inadequate and unreliable resources (3.41), cost (2.99), lack of motivation to improve in reflective teaching through educational technology (2.96), lack of motivation to use technology (2.94), misunderstanding of how to use (2.87), and lack of training (2.57).

Table 8 Descriptive Statistics of instructors' consideration of each barrier in using reflective teaching

Items	1	2	3	4	5	Mean
Lack of motivation	9	30	39	10	12	**2.86**
Lack of critical thinking	6	9	31	38	16	**3.49**
Teachers' ignorance	4	18	36	27	15	**3.31**
The role of decision makers	4	8	28	35	25	**3.69**
Not knowing the meaning of reflection(the term is vague and ambiguous)	10	22	35	26	7	**2.98**
Not knowing or unaware of reflection principles	7	13	38	34	8	**3.23**
A close or restrictive educational system with no freedom for teacher's creativity	5	12	31	32	20	**3.50**
Not thinking about or seeing benefit for using reflective teaching	11	24	41	20	4	**2.82**
Teaching being a poorly paid job with no incentive for growth and development	6	9	20	37	28	**3.72**

As indicated by the results presented in Table 8, considering the mean scores of each difficulty, teaching being a poorly paid job with no incentive for growth and development (3.72) and the role of decision makers (3.69) were considered as the most important barriers in practicing reflective teaching, respectively. While, not thinking about or seeing benefit for using reflective teaching (2.82) and lack of motivation (2.86) were regarded as the least ones, respectively. According to the degree of importance other obstacles were a close or restrictive educational system with no freedom for teacher's creativity (3.50), lack of critical thinking (3.49), teacher's ignorance (3.31), not knowing or unaware of reflection principles (3.23), not knowing the meaning of reflection (2.98), lack of motivation (2.86), and not knowing about or seeing benefit for using reflective teaching (2.82).

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Discussion

This study leads to a better comprehension of reflection, reflective teaching principles and the application of educational technology and addresses whether there is any significant difference between university professors and institute teachers as regards using educational technology and practicing reflective teaching. Through conducting reflection and reflective activities, EFL instructors learned how to enhance, modify and be more efficient in instruction. Furthermore, with the aid of reflective teaching practices EFL instructors have the ability to evaluate information, make decisions and assess outcomes more than before. Furthermore, this research also focused on the value of the application of educational technology in enhancing teacher's reflection and reflective teaching principles.

Conclusion

The present study was stimulated by the question of whether there is statistically meaningful difference between university professors and institute teachers regarding applying educational technology and practicing reflective teaching. The statistical findings however found to be insignificance regarding the difference of amount of technology use and reflective teaching practices between institute and university context. The results provided valuable insights into the effects of educational technology use and reflection and reflective teaching practices. Reflection enabled teachers to control or handle their teaching actions more, also to provide reasons, explanations for their unintentional actions. with the aid of reflective teaching practices teachers have the ability to evaluate information, make decisions and assess outcomes more than before. Technology also promotes evaluation of teaching and assist teachers reflect on their teaching and if necessary make any modification on the instruction or strategies of teaching.

To put it in a nutshell, nowadays use of educational technology was a necessity in teaching pedagogy in general and reflective teaching in particular. Iranian EFL University teachers or even institute ones understood the value of application of educational technology. The implication is that due to the development in Iranian profession even in institute, teachers recognized the significant role of technology along with other facets of teaching. Furthermore, Reflection and reflective teaching also considered as an important and significant factor in teaching context in both public and private university in Iranian academic realm. Since this kinds of teaching assists instructors to replace the habitual methods of teaching with the reflective one, which instructor autonomy and criticality are lies at the heart of this.

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