



Self-Reflection Training: An Investigation of Iranian In-Service EFL Teachers' Belief and Performance Development

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Abstract

This study aims to investigate the effect of implementing self-reflection training on Iranian in-service EFL teachers' beliefs and performance development. From all available participants teaching at the International College of Tehran University of Medical Sciences in Tehran, 20 in-service EFL teachers were involved in this study. The teacher's belief questionnaire, observation checklist, and Skype app were used as the instruments to collect data. Before the training phase, the pre-tests, i.e., observation checklist and teacher's belief questionnaire, were used for all the participants. The researchers utilized Skype App to instruct the participants in an online setting. During the training phase, participants were exposed to self-reflection practice. The instruction was done in 16 sessions twice a week for two months. After the training phase, the post-tests were run, i.e., the observation checklist and teachers' belief questionnaire. The data analysis revealed that implementing the principles of self-reflective instruction had a statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy and teaching performance development. This study has some implications that may help language teacher educators, English instructors, EFL/ESL learners, students, language curriculum program policymakers, and educational syllabus designers.

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Introduction

Reflective teaching is regarded as an approach through which teachers are committed to enhancing their profession and understanding the fundamental conceptions of teaching. Being reflective in teaching refers to how teachers evolve more professionally in their teaching practice (Borg, 2010), and learn to boost effective teaching via continual reflection on their performance and beliefs in the educational setting (Farrell, 2004). Incorporating reflection into teacher training programs has helped teachers expand their professional skills and adopt a positive attitude towards the occupation. Inspiring teachers to gather and analyze information about their classroom experiences and incidents can enhance reflexivity (Russell, 2006; Ward & McCotter, 2004).

Language education has inexhaustible recognition that teachers are obliged to continuously reshape their teaching and learning knowledge (Farrell, 2007). Such knowledge is first acquired in teacher training programs and becomes a component of teacher training throughout their careers when involved in reflective practice in teaching (Farrell, 2015). Zeicher and Liston (2014) acknowledge that reflection is key to understanding the complex nature of the classroom and argue that teachers must be trained to reflect on the subject and thoughtfully apply specific strategies in teaching. Educators must reflect on students' understanding, thoughts, interests, and belief development. In other words, teachers must approach teaching from various angles to be better reflective practitioners. In this regard, reflection is a sound practice for supporting the teachers' professional development and their measures to enhance the learning and understanding of students (Fendler, 2003; Hoffman-Kipp et al., 2003).

Beliefs are so decisive that they influence how teachers function in all facets of their careers because they act as a filter for all interpretations and judgments made by educators (Johnson, 1999).

Teacher education programs often do not enable student teachers to develop modern pedagogical approaches because their beliefs are not considered in such programs (Wideen et al., 1998). Both Emotions and beliefs relate to teachers' everyday professional life experiences and how these events are interpreted to disclose their upcoming activities. Teacher beliefs started to be viewed as vital since they aid (a) teachers in reflecting on their own practice and understanding some of the mismatches that may arise in the classroom; (b) educational researchers in understanding why educators act in a certain way, how they react to alterations, and the way teaching is learned (Barcelos & Kalaja, 2011)

Teachers' beliefs are now seen as vibrant, socially based, and conflicting conceptions of language education. In contrast, they were previously seen as unchanging, mentally oriented, and personal conceptions of language education (Barcelos & Kalaja, 2013). Teachers' choosing materials employed, selection of activities to be carried out, and decisions about issues in the classroom are affected by Teachers' personal beliefs. These elements inevitably create specific styles of teaching and tendencies that distinguish educators from each other. Teaching is an art that requires both feelings and thoughts for those who can reflectively feel and think about their classroom activities and events more practically, making it more efficient and realistic.

Therefore, competent, reflective teachers need to analyze ways to listen to and incorporate their desires and judgment into their method (Zeicher & Liston, 2014).

The review of the existing literature shows that there is no strong place for reflectivity in Iranian EFL teacher education training and programs, or at least the role of reflective teaching and practice is minimal and stands on the margin of educational programs (Abednia et al., 2013). In addition, Iranian EFL teachers have no clear idea about the applications and values of reflection in their works. This problem is evident in implementing the collaborative, reflective practice among in-service EFL teachers because they think their territory and confidentiality are at risk of danger by doing such a practice (Akbari, 2008). Regarding the case of self-reflection practice, they show a low willingness to operate it for themselves because they believe it is useless or cannot provide considerable help for their teaching practice (Ansarin et al., 2015).

As for the teacher's beliefs about teaching practice, it is transparent that there is a mismatch between teachers' beliefs and their practice in their classroom (Mansour, 2009; Basturkmen, 2012). Unfortunately, for Iranian EFL teachers, this gap makes them disappointed and unarmed about their beliefs, and they tend to put their beliefs away and focus on their actual and real practice. As a result, their beliefs are not crucial for most of them, and they try to keep their steps on their educators' tracks. They tend to be consumers of pedagogical instruction from educators rather than producers of pedagogical practice for themselves.

This study explores the effect of implementing self-reflection training on Iranian in-service EFL teachers' beliefs and performance development. Thus, the research questions formulated for this study were as follows:

RQ1: Does implementing the principles of self-reflective instruction have any statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy?

RQ2: Does implementing the principles of self-reflective instruction have any statistically significant effect on Iranian in-service EFL teachers' teaching performance?

Review of the Related Literature

Over the past few decades, a growing understanding of pedagogical approaches to second language teaching and teacher education has emerged (Crookes, 2009; Nuske, 2015). Nevertheless, such interest in the pedagogical aspect of teacher education and growth is somewhat fresh (Abednia, 2012; Crookes, 2013; Lake, 2016). Teachers are believed to be the most prominent asset of any educational system, where they are regarded as the transmitters of knowledge, values, and skills. Therefore, teacher training is essential in reforming and boosting any country's education system. Reflective practice has recently gained popularity and has become a strong focus and trend in the teacher education realm (Marshall, 2019). The teaching complexity forces teachers to examine their practices to develop their profession to enhance and expand students' performance. Many researchers have also widely acknowledged it as an approach to promoting teachers' professional development and improving the quality of education (Loughran, 2002; Akbari, 2007; Yang, 2009).

The prevailing transmission paradigm in teacher training started to subside as the growing awareness of the complicated teacher learning nature resulted in the arrival of constructivist visions of teacher professional development programs (Crookes, 2009, 2013; Hawkins & Norton, 2009; Kubanyiova & Feryok, 2015). According to new interpretations of teacher education, teachers are seen as “active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs” (Borg, 2003, p. 81). Reflection is understood as a self-examining and self-assessing system wherein effective educators regularly are engaged in developing their professional practice. The origins of reflective teaching are historically traced to the studies by Dewey (1933, 1938), who argued that reflection is an integral characteristic of experiential learning.

Reflective teaching is considered an essential part of the student teacher practicum program, which many researchers have recognized as an approach to boosting teachers’ professional development programs and enhancing education quality. It is generally agreed that teachers should be reflective educators and that reflective teaching performance needs to be acquired in teacher education programs in advance (Graham & Phelps, 2003; Beauchamp, 2014; Farrell, 2016). Akbari (2007) indicates that reflective teaching will challenge instructors to question the long-lasting clichés learned in the education system during their formative years. It will also allow them to develop more informed and knowledge-based performance. These instructors will integrate knowledge acquired during pre-service studies with their genuine practical teaching and make educated selections considering that unique situation.

Goodley (2018) states that reflective pedagogy is a critical process while training teachers. It provokes teachers and learners to acquire diverse skills, such as decision-making, logical thinking, and metacognition. As Khanam (2015) puts it, word reflection suggests the actions' mirror image, relaxed reflection on our experience and ventures and making the past assistance to our future, pondering over past time meaningfully, and the memories arising in our mind and becoming a learning incident. In practicum and education, the term reflection is basically utilized to highlight a fundamental stage in the learning process in which challenging and deliberate reflection and inference about a situation are made to gain a more in-depth understanding of the occasion and position.

Reflection allows instructors to be cautiously concerned about their experience and continuously learn through their personal experiences by considering troubles of practice, evaluating and reconsidering problems within more general perspectives, and taking motions encouraged by such reconsidering (Kayapinar, 2013). Yang (2009) suggests that, naturally, most teachers cannot start reflecting critically; thus, student teachers should be provided with realistic chances to reflect. Accordingly, reflectivity is a skill required to be developed by understanding and education, not by involuntary occurrences. This theory should be applied to classroom practice by teacher trainers to notice and reflect on the results; as a result, the teachers can convert the classroom into a laboratory to connect teaching theory with their practice. Through applying reflective teaching processes, teacher students are inspired and empowered by teacher educators to do the same thing in their formal teaching.

Based on Loughran's (2002) point of view, reflection is embedded in the understanding practitioners develop about knowledge and practices by reconsidering what they have actually learned in practice. In teacher education, teacher reflection has been commonly recognized as a valuable means for improving instruction for about three decades (Brookfield, 2017; Schön, 1987) and is widely employed in educating student teachers and in-service ones (Watanabe, 2016). Akbari (2007) implies that reflective instruction allows teachers to challenge clichés learned over the years and devise more informed practices. In other words, teachers combine the knowledge gained from preparatory pre-service training with hands-on experience to reach informed decisions considering their situation. Moreover, Student teachers should be required to challenge their practices, and various opportunities in their teaching practices should be available to them.

Self-reflection is defined by (Jarvis et al, 2003. 17) as “the ability to become conscious of our assumptions and challenge our regular patterns of thought to enhance teaching quality and put these ideas into practice”. Also, Lew and Schmidt (2011, p. 13) see self-reflection as “a process learners experience to think about past learning occasions and how they made learning happen and explore the relationship between the knowledge being taught and the learners’ own thoughts about it”. According to Thorpe (2004), self-reflection varies from other sorts of reflection because it concerns individuals comprehending the assumptions governing their acts, examining their meaning, and creating alternative courses of action.

Based on Richards (1998), teachers’ beliefs are defined as “the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom” (p. 66). Also, Khader (2012, p. 32) defines a teacher’s beliefs “as judgments and evaluations that a teacher makes about himself, other humans, and his surrounding world”. They are his ideas that originate in observation or rational thinking. Hence, they are considered a set of ideas formed in the teacher through experiences and the interaction of concepts in the process of teaching. Owing to the complexity of beliefs’ nature, more recent works of researchers in applied linguistics emphasize the contextual nature of beliefs, depicting them as vibrant and emerging, socially formed, contextually based, inherently paradoxical, and interactive (Barcelos & Kalaja, 2011; Kalaja et al., 2016). Thus, they are personally and socially based, communicated, various and uniform; and form an intricate, integrated, interdependent, nonlinear, multifaceted, and multilayered dynamic system (Feryok, 2010; Barcelos & Kalaja, 2011; Mercer, 2011).

Positive emotions are directly related to the development of beliefs by boosting educators’ direction sense and assisting them in improving their practices and beliefs. However, negative beliefs were associated with development in much more complicated manners. In contrast, they usually suggested that either the prior beliefs of language instructors or the conceptualization of the events must be reassessed (Golombek & Doran, 2014; Ruohotie Lyhty et al., 2017). Aguinis (2009) defines teachers’ performance as “a continuous process of determining, evaluating, and developing an educator’s performance in line with an institution’s strategic objective”s. It involves formative aspects that focus on developing performance and summative aspects regarding evaluating teachers’ performance.

Behzadpoor et al. (2019) conducted qualitative research to examine the reflective practice development of four novice English language educators. Participants were trained in strategies used in journal writing. Reflection journals were gathered from each instructor over a one-year period, and their content was further scrutinized. The analysis of the content demonstrated that the educators' teaching practice gradually and incrementally developed regarding both the reflection type and depth. The results suggest integrating reflective practice and its elements and techniques into teacher training courses and programs in various Iranian academic contexts.

Soodmand Afshar and Farahani (2018) investigated the perceptions of Iranian English educators regarding reflective teaching, barriers to reflective teaching, and the influence of their experience in teaching and university degrees on reflective teaching. The results revealed that the teachers participating in this study identified that their level of reflective teaching practice was at a medium. Moreover, the barriers to reflective education by EFL teachers were recognized as insufficient knowledge, affective-emotional, and teaching circumstances elements.

Moradkhani and Shirazizadeh (2017) examined the context-specific variables that could support or interfere with the reflection process. Accordingly, a mixed-method design was employed for the sake of their study. The study results revealed that language educators teaching at private English academies were involved in fewer acts of reflection (i.e., practical, cognitive, and emotional reflection) than those teaching in formal contexts. However, no significant differences were found between the two groups concerning higher reflectivity levels (i.e., metacognitive and critical introspection). The results also indicated that several context-specific variables affecting reflection include reflection knowledge, institutional demands, teachers' perspectives towards teaching, availability of resources, and peer support.

Watanabe (2016) studied the teacher education of in-service teachers and explored the effect of reflective exercises on the knowledge and experiences of English language teachers involved in teachers' professional development. The study results revealed that the educators became more immersed in the cycle of reflection and more willing to partake in the teacher education programs. Generally, the study implies that the ultimate goal of encouraging employing reflective practices in teacher development courses is to empower language educators to reflect on their beliefs, knowledge, daily classroom routines, and specific incidents.

Ansarin et al. (2015) investigated the position of reflective teaching exercises among Iranian EFL instructors by examining their qualifications, years of experience teaching English, and gender variables. One hundred English educators were requested to fill in an online questionnaire that measured reflective teaching in the four levels, including pre-reflection, surface reflection, pedagogical, and critical reflection. Multivariate ANOVA was run, and its results revealed that Iranian EFL instructors primarily reflected at the pedagogical level in their teaching. Critical, surface, and pre-reflection formed the subsequent levels they reflected on their practice. There was a significant relationship between teachers' qualifications and years of experience and the pedagogical and critical reflection levels. Moreover, female teachers exceeded males in critical reflection. Consequently, the results suggested a need for more attention to nurturing skills of critical thinking among Iranian English educators.

Farrell and Bennis (2013) conducted a study to investigate the asserted beliefs and the classroom practices observed associated with language instruction of a seasoned English language teacher and a novice one. The areas where observed practices matched or mismatched the expressed beliefs are explored and elaborated concerning elements that could have impacted individual practices concerning teaching grammar. During their study, the experienced and the inexperienced teachers are distinguished. The study results suggest that teachers hold a complicated set of beliefs that cannot consistently be recognized in their teaching practice for various viable reasons, some of which may be closely connected to the teaching context.

Research Methodology

Research Setting

This study was conducted at the International College of Tehran University of Medical Sciences (TUMS) in Tehran, Iran. The mentioned college was chosen because of one of the researchers' established teaching careers and the ease of access to the participants. As the sincere cooperation of teachers was needed for the results to be reliable and for the study to succeed, participating in the study was optional, which could help get the results that the researchers wanted to obtain. To achieve this goal, the researchers gave eager teachers a consent form on which the teachers' information, such as name and email or phone number, were required to send them the questionnaire to fill in.

Participants

The target population of this study was all Iranian EFL teachers. Since testing the entire community is practically impossible, the researchers employed convenience sampling in this study, where all components of the population are eligible and dependent on the researchers' proximity to get involved in the sample. From all available participants teaching at the International College of Tehran University of Medical Sciences in Tehran, 20 in-service EFL teachers were selected randomly for this study. All the participants were MA holders in TEFL. They were assured about their data confidentiality and participated voluntarily in this study.

Instrumentations

The necessary data for this study were gathered by using the following instruments. The instruments of the current study were implemented, piloted, and revised by the researchers concerning the requirements of answering the stated research questions.

Teacher's Belief Questionnaire. A 29-item questionnaire with a Likert scale (1= never to 5= always) adopted from Akbari et al. (2010) was utilized to measure teachers' perceptions, assumptions, and feelings about receiving reflective practice in their practicum in this study. The items of the questionnaire consisted of five categories: practical, cognitive, learner, meta-cognitive, and critical. Akbari et al. (2010) validated the questionnaire on a sample of 300 teachers through exploratory and confirmatory factor analyses, which permitted them to reduce the original 42 items to 29. Regarding this questionnaire's reliability, the researchers piloted it and estimated its reliability through the Cronbach Alpha formula, which was about 0.91. To measure the questionnaire items' content validity, some TEFL experts were asked to comment on them. Based on the panel of experts' comments, the items were modified and adapted to refine the questionnaire.

Observation Checklist. A researcher-made observation checklist was used to evaluate teachers' performance, i.e., their presentation quality. In this checklist, eight components of effective and qualitative teaching practice were considered and ordered in a four-level scale of rating (weak = 1; average = 2; good = 3; excellent = 4). These components include presentation (6 items), instruction (7 items), explaining (7 items), classroom management (4 items), hints (6 items), modeling (4 items), feedback (7 items), and questioning (6 items). This checklist was used as pre- and post-tests to evaluate teachers' performance before and after the instructional phase. To measure the questionnaire items' content validity, some TEFL experts were asked to comment on them. Based on the panel of experts' comments, to refine the questionnaire, the items were modified and adapted.

Self-Reflection Practice. This practice was run based on Randi's (2004) perspective on teachers' self-regulated practice. The self-reflection group participants in this study were supposed to practice the cyclical process of reflection repeatedly. This process includes teaching the assigned topic, self-assessing the effectiveness of teaching, thinking about new ways of more qualitative teaching practice, trying and implementing these ideas in practice, and repeating the process continuously.

Skype App. Skype is an internet-based social media application specializing in messaging, file transfer, video calls, chat, and live rooms, giving users the ease and freedom to manage and host video conferences and classrooms. Users can also record the entire live session. This app is a popular and user-friendly video call app for live classrooms among Iranian users. Due to the global COVID-19 pandemic, this app was used to provide treatment in this study. The advantages mentioned above led the researchers to choose Skype App among other social media apps available for online classes.

Data Collection Procedure

Before the training phase, the pre-test (observation checklist) was administered, and teachers' previous teaching performance was evaluated and recorded by an expert supervisor (one of the researchers). Also, the teacher's belief questionnaire was used for all the participants of this study to evaluate teachers' assumptions about the efficacy of their teaching practice. As mentioned before, the COVID-19 pandemic and lockdown forced the researchers to apply and execute the online format of the classroom for the instructional phase. The researchers utilized Skype App to instruct the participants in an online setting. During the training phase, the participants were exposed to self-reflection practice in which they were encouraged to reconsider their thoughts and actions, apply self-criticism, and make a balanced judgment about events or decisions discussed in the classroom. They were supposed to practice the cyclical process of reflection, including presentation, self-assessing presentation, re-thinking about the presentation, trying other possible effective ways of presentation, and repeating this cycle continuously. The instruction was done in 16 sessions twice a week for two months. After the training phase, the post-test (observation checklist) was administered, and teachers' teaching performance was evaluated and recorded by an expert supervisor (one of the researchers).

Results and Data Analysis

Analysis of the First Research Question

The first research question of this study was as follows:

RQ1: Does implementing the principles of self-reflective instruction have any statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy?

First, the descriptive statistics for teachers' belief pre-test and post-test scores are presented in the following table to answer this question.

Table 4.1. The Descriptive Statistics for Teachers' Belief Pre-Test and Post-Test Scores

	N	Range	Min	Max	Mean	SD	Variance
Pre-Test	20	66	38	104	78.95	18.517	342.892
Post-Test	20	68	57	125	88.25	18.971	359.882

As shown in Table 4.1, the means of teachers' belief pre-test and post-test scores are 78.95 and 88.25, respectively. Next, the estimation of the normality of datasets was required to check whether a parametric or nonparametric inferential test should run for the comparison of means. Since the sample size for each dataset was less than 100 members, the researchers ran the Shapiro-Wilk test of normality. The normality statistics for teachers' belief pre-test and post-test scores are presented in table 4.2 below.

Table 4.2. The Normality Statistics for Teachers' Belief Pre-Test and Post-Test Scores

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-Test	.955	20	.445
Post-Test	.974	20	.834

As shown in Table 4.2, the sig values of teachers' belief pre-test and post-test scores are 0.445 and 0.834, respectively. These sig values are more than the critical value, i.e., 0.05 ($0.445 > 0.05$ and $0.834 > 0.05$). It means that the scores are normally distributed. Since both teachers' belief pre-test and post-test scores are normally distributed, the researchers used parametric tests, i.e., Paired Sample T-test, to present the inferential statistics. Table 4.3 presents the inferential statistics for teachers' belief pre-test and post-test scores.

Table 4.3. The Inferential Statistics for Teachers' Belief Pre-Test and Post-Test Scores

Pair 1	Paired Differences			95% Confidence Interval of the Difference				
	Mean	SD	SEM	Lower	Upper	T	df	Sig. (2-tailed)
	SRIA pre and post	-9.300	7.087	1.585	-12.617	-5.983	-5.869	19

As shown in Table 4.3, the sig value is 0.000, less than the critical value, i.e., 0.05 ($0.000 < 0.05$). Thus, implementing the principles of self-reflective instruction had a statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy.

Analysis of the Second Research Question

The second research question of this study was as follows:

RQ2: Does implementing the principles of self-reflective instruction have any statistically significant effect on Iranian in-service EFL teachers' teaching performance?

First, the descriptive statistics for teaching performance pre-test and post-test scores are presented in the following table to answer this question.

Table 4.4. *The Descriptive Statistics for Teaching Performance Pre-Test and Post-Test Scores*

	N	Range	Min	Max	Mean	SD	Variance
Pre-Test	20	52	52	104	75.55	14.332	205.418
Post-Test	20	70	59	129	85.15	16.381	268.345

As shown in Table 4.4, the means of teaching performance pre-test and post-test scores are 75.55 and 85.15, respectively. Next, the estimation of the normality of datasets was required to check whether the parametric or nonparametric inferential test should run for comparison of means. Since the sample size for each dataset was less than 100 members, the researchers ran the Shapiro-Wilk Test of normality. The normality statistics for teaching performance pre-test and post-test scores are presented in table 4.5 below.

Table 4.5. *The Normality Statistics for Teaching Performance Pre-Test and Post-Test Scores*

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-Test	.977	20	.888
Post-Test	.937	20	.207

As shown in Table 4.5, the sig values of teaching performance pre-test and post-test scores are 0.888 and 0.207, respectively. These sig values are more than the critical value, i.e., 0.05 ($0.888 > 0.05$ and $0.207 > 0.05$). It means that the scores are normally distributed. Since teaching performance pre-test and post-test scores are both normally distributed, the researchers were allowed to use parametric tests, i.e., Paired Sample T-test, to present the inferential statistics. Table 4.6 presents the inferential statistics for teaching performance pre-test and post-test scores.

Table 4.6. *The Inferential Statistics for Teaching Performance Pre-Test and Post-Test Scores*

Pair 1	Paired Differences			95% Confidence Interval of the Difference				
	Mean	SD	SEM	Lower	Upper	t	Df	Sig. (2-tailed)
SRIP pre and post	-9.600	7.549	1.688	-13.133	-6.067	-5.687	19	.000

As shown in Table 4.6, the sig value is 0.000, less than the critical value, i.e., 0.05 ($0.000 < 0.05$). Hence, implementing the principles of self-reflective instruction had a statistically significant effect on Iranian in-service EFL teachers' teaching performance.

Discussion and Conclusion

The analysis of the data gained showed that implementing the principles of self-reflective instruction had a statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy and performance.

One possible reason for this study's first finding could be the dynamicity of self-reflection. As a person practices self-reflection, he develops an inner witness, which is the ability to look at himself, even his thoughts, and what is beneath the thoughts and emotions. This inner witness is reflected in Lew and Schmidt's (2011) point of view about self-reflection, which they believed refers to an individual's capacity to reconsider his thought and actions, the capability of self-criticism, and making a balanced decision about past, current, and coming events in the classroom. Also, this finding corresponds to Poulou et al.'s (2019) conceptualization of self-reflection that assumed educators must critically consider their teaching practices, the outcomes of their teaching, background, and experiences to satisfy all students' needs and educate them to evolve into independent learners. Such reflective practice will allow teachers to confirm, defend, and reinforce previous teaching experience or refute, re-think, and modify it to improve their self-image.

Regarding the second finding of this study, it can be said that the progressive potentiality in the nature of self-reflection practice enables teachers to step beyond their current performance borders and enlarges their performance effectiveness. This view is mirrored by Malmberg et al. (2010), who believed that language instructors are anticipated to grow their awareness; they are therefore responsible for developing their teaching skills, strategies, and attitudes necessary to guide their own professional development. This professional growth could be provided by implementing the self-reflective practice. In addition, this finding matches Jarvis et al.'s (2003) definition of self-reflection, defined as being aware of our assumptions and questioning our regular thought patterns. In this sense, self-reflection varies from other kinds of reflection because it involves the person understanding the assumptions governing their actions, questioning their meaning, and designing alternative courses of action. This insightful self-emergent understanding helps teachers perform better and inevitably have a positive feeling and belief about their teaching performance effectiveness.

Teachers are regarded as the most prominent asset in any educational system. They seem to be the intersection of transmitting values, knowledge, and skills. Teacher training is essential

in improving and reinforcing any country's education system. Reflective practice has developed into a hot spot and movement in teacher education research where the complex nature of teaching forces teachers to examine and re-examine their practices to develop their profession to enhance and enrich student performance.

Incorporating reflectivity into teacher training programs allows teachers to improve their teaching skills and adopt favorable attitudes toward the teaching profession. Reflection can be promoted by inspiring teachers to collect and analyze information regarding their experiences of classroom incidents (Russell, 2006; Ward & McCotter, 2004). Also, teachers' underlying beliefs can be uncovered through practicing reflective teaching. Practicing reflective thinking can result in modifications and progress in the teaching profession. Moreover, reflective thinking is usually illustrated as a cyclical process that enables them to become decision-makers capable of formulating their own methods of teaching and strategies applicable to their specific educational setting (Kumaravadivelu, 2001; Wallace, 1998; Zhu, 2011).

Teachers' belief is fundamental to understanding the transitions in novice teachers' development as in-service teachers. Therefore, determining the possible sources of teachers' beliefs, or allegedly personal pedagogical knowledge, will presumably permit others to be open to any potential in understanding who and what a teacher is and why he is in the classroom context. Reflective teaching assists teachers in transforming their pedagogical beliefs. Teaching beliefs are affected by the teacher's own learning experiences, knowledge structures, the context of teaching, and prior teaching experiences, which in turn influence a teacher's decision on particular issues and impact on teachers' determinations about classroom instruction, instructional procedures, instructional behavior, assessment, correction of errors, and almost every aspect related to language instruction.

Recent experiences and prior knowledge are incorporated through reflective practice and self-awareness development results. Reflective practice encourages EFL instructors to evolve into more self-aware people, specify their strengths and weaknesses, and determine strategies for improvement. Practicing reflection substantially expands self-awareness, a critical element of emotional intelligence, and gains a more profound understanding of others. The reflective practice may further allow teachers to acquire creative thinking skills and encourage active participation in their teaching. Some of the implications considered in this study can be noticed by teacher educators and others who wish to invest reflective practices in their prospective and present educators. The reflective practice culture needs to continue to consider its positive influence on instructor and learner development.

The findings of the present study include implications that could help language teacher educators, English instructors, EFL/ESL learners, students, language curriculum program policymakers, and educational syllabus designers. The first point is that, for pre-service teachers, experiencing reflective practice, whether self-reflective or group reflective, enables them to improve their deep-level thinking significantly, reflect on their actions and emotions before, during, and after language experiences, and distance from a surface approach to learning. Also, it enables them to construct initiatives considering their background knowledge and language teaching experience to acquire and expand new skills, employ novel techniques, and develop theories. Moreover, it could be helpful for their professional progress in the future.

Secondly, for in-service teachers, reflective practice in both self and group formats stimulate them to develop various skills, such as decision-making, metacognition, and logical thinking. In addition, it enables teachers to hone their professional teaching skills and adopt positive attitudes towards the occupation itself. Also, it fosters their reflectivity by encouraging them to gather their classroom experience and analyze it. Through practicing reflective teaching, teachers can explore their underlying beliefs. Accordingly, the main implication of reflective practice for them is the opportunity for performance enhancement.



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