A program based on reflective teaching for developing EFL student-teachers' competency and their pupils achievements

Dr/ Mai Ahmed El-Said

Lecturer Dept., of Curriculum and Instruction

**Faculty of Education
October 6 University**

ABSTRACT

The present study discussed the impact of reflective teaching on developing the trainee-teachers' teaching competency on the one hand and on developing the FL achievement of their pupils on the other. There are two types of participants who took part in the present study. One hundred third year student-teachers enrolled at the Department of English, Faculty of Education, October 6 University represent the first type of participants. In addition, 30 primary school pupils, who were taught by the 100 hundred student-teachers during the latter teaching practice, also participated in the present study. Data were collected through the instruments of a 29-item questionnaire and a language test. One way analysis of variance (ANOVA) was conducted twice to determine statistical differences between the student-teachers' responses to the pre and post-administrations of the reflective teaching questionnaire and between their pupils' achievements in the pre and post language tests. The results showed development in the student-teachers' competency and their pupils' performance in English language. The study introduced pedagogical implications to integrate the reflective teaching with the teaching practice syllabus for English Department students, Faculty of Education, October 6 University.

KEYWORDS:

reflective teaching, student-teachers, teaching competency, pupils' achievement.

برنامج قائم على التدريس التأملى لتطوير كفاءة الطلاب المعلمين وتحصيل تلاميذهم الدراسى

الملخص

ناقشت الدراسة الحالية تأثير التدريس التأملى على تطوير كفاءة التدريس للمعلمين المتدربين من ناحية و على تطوير التحصيل الدراسى لتلاميذهم فى اللغة الأجنبية من ناحية أخرى، و ضمت الدراسة الحالية نوعين من المشاركين و هما مائة من المعلمين الطلاب بالفرقة الثالثة بقسم اللغة الإنجليزية فى كلية التربية فى جامعة ٦ أكتوبر و ٣٠ تلميذا بالمدرسة الإبتدائية درسوا على أيدى المعلمين الطلاب المائة خلال أدائهم للتربية العملية ، و تم تميع البيانات البحثية من خلال إستبيان مكون من ٢٩ بندا و أختبار فى اللغة الإنليزية، و تم إجراء تحليل التباين مرتين لتحديد الفروق ذات الدلالة معنوية بين ردود المعلمين الطلاب فى التطبيقين القبلى و البعدى لإستبيان التدريس التأملى و بين تحصيل تلاميذهم فى أختبار اللغة القبلى و البعدى، و أظهرت النتائئ تطورا فى كفاءة المعلمين الطلاب و كذلك فى أداء تلاميذهم فى اللغة الإنليزية، و قدمت الدراسة مضامين تربوية لإدارج التدريس التأملى ضمن مقرر تدريس التربية العملية لطلاب قسم اللغة الإنجليزية بكلية التربية فى جامعة ٦ أكتوبر.

الكلمات المفتاحية:

التدريس التأملى، الطلاب-المعلمين، كفاءة التدريس، تحصيل التلاميذ الدراسى.

Introduction

The present study discussed two main aspects. First, the effectiveness of reflective teaching on developing the student-teachers' teaching competency during their teaching practice. Second, the effectiveness of reflective teaching on helping the pupils, who were taught by the student-teachers, to develop their English language achievement. In this regard, Shanmugavelu, Parasuraman, Arokiasamy, Kannan, and Vadivelu (2020) explained that reflective teaching is a cognitive process of active deliberation of teachers' interrelated ideas while taking into considerations their underlying knowledge and beliefs. Oviawe (2020) clarified that reflective teaching entails that teachers are open-minded, responsible and whole hearted. In other words, teachers should be open-minded in the sense of accepting other viewpoints which might contrast with their own steadfast beliefs. They should also be responsible in the sense that they should look for the truth while taking into account any undesired results. They should also be wholehearted in the sense that they should be committed to examine values, actions and results with the intention to learn new things.

According to Stocks and Trevitt (2016), there are three different categories of reflection, namely reflection in action, reflection on action and reflection about action. The first category refers to teachers' prompt reactions to take repair actions, whereas the second category is concerned with teachers' review of up-to-date pedagogical research. The third category involves teachers' reformulation of teaching theories. The three categories depend on teachers' constructed experiences to find solutions for teaching problems. Teachers can also devise new teaching theories when carrying out teaching activities. Teachers' practice of reflection helps to adjust their teaching skills in accordance with goals of the curriculum and needs of students. Reflective teaching is a spiral process, in which teachers have constant control, evaluation and review of their teaching practices. Wallin, Reams, Veine and Anderson (2018) indicated that reflective teaching consists of different main stages, namely planning, action and evaluation. At the stage of planning, teachers make decisions on their teaching plans. At the stage of action, teachers practice teaching and gather data for the purpose of reflection. At the stage of evaluation, teachers start to analyze and evaluate their teaching practices in the continuous and repeated process of reflection.

In addition, Harvey, Coulson and McMaugh (2016) emphasized that FL teachers can acquire reflective skills through the implementation of strategic intervention. The strategic intervention should be compatible with the educational levels which they are teaching. Notably, it is important to realize that FL teachers cannot automatically engage in reflection without having the educators' academic support. That is, there are other factors

that can affect FL acquisition of reflective skills. These factors include the support of relevant academic courses, comprehension of reflection concept, language constraints, and ability to effective management of classroom time. Thus, FL teachers should be equipped with tools that sustain the practice of reflective teaching. One of these tools is the training on using reflective journals or diaries. For example, FL student teachers can be instructed to record their daily teaching experience. Thus, FL student-teachers can have frameworks that help them to structure and reflect on their thoughts.

Furthermore, Veine, Anderson, Anderson, Espenes and Sovland (2020) pointed out that reflective teaching entails that FL teachers should be trained to effectively communicate with each other, should be willing to collaboratively work with each other, and to be innovative in solving classroom problems. It is the role of educators to provide academic guidance and support the reflective ability of their trainee teachers. Therefore, it was necessary to examine the effectiveness of teaching theoretical syllabus of reflective teaching as part of the teaching practice academic course to third year students in October 6 University on their teaching competency and on their pupils' FL achievement.

Statement of the problem

The present study discussed the impact of reflective teaching on developing the trainee-teachers' teaching competency on the one hand and on developing the FL achievement of their pupils on the other.

Hypotheses

Based on the findings reported by Gheith and Aljaberi (2018), Zahid and Khanam (2019), and Shaver and Elfreich (2021), the study verified three null hypotheses:

- First, there is no difference in the student-teachers' views on reflective teaching before and after attending the theoretical part of the teaching practice syllabus.
- Second, there is no difference in the primary school pupils' achievements in the pretest and the posttest.
- Third, reflective teaching based instruction was ineffective in developing the student-teachers' teaching competence and the pupils' FL achievement.

Research questions

The research questions are as follows:

1. What are the views of the 100 student-teachers of reflective teaching in the pre-administration of the 29-item questionnaire?

2. What are the views of the 100 student-teachers of reflective teaching in the post-administration of the 29-item questionnaire?

3. What is the achievement of the 30 primary school pupils in the English language pretest?

4. What is the achievement of the 30 primary school pupils in the English language posttest?

5. What is the effect of reflective teaching on the development of the 100 student-teachers' teaching competence and on the 30 primary school pupils' achievement in English language?

Research aims

The present study aimed to explore the student-teachers' views on reflective teaching before and after being taught the theoretical part of the academic course of teaching practice. The study also determined the FL achievement of primary school pupils who were taught by the trainee-teachers. The present study also aims to determine the effect of reflective teaching on the development of the 100 student-teachers' teaching competence and on the 30 primary school pupils' achievement in English language.

Significance of the study

The present study is compatible with the general goals of Ministry of Education and the private goals of Faculty of Education, October 6 University to develop the teaching skills and teaching competency of the trainee-teachers. It also serves the Ministry of Education's goals and the primary schools' goals to develop the primary school pupils' achievement in English language. As such, the study sustains the literature of curriculum and instruction of teaching English in Egypt. The present study also provides insights to the primary schools administrations into ways of developing the language teaching process and the pupils' achievement in English language.

Delimitations

The expected findings are restricted to the development of (1) teaching practice skills of one hundred October 6 students and (2) English language achievement of thirty primary school pupils at the trial school. The teaching practice was conducted during the first term of the academic year 2022-2023.

The theoretical and conceptual framework

The theoretical and conceptual framework of the present study is based on Tice's (2002) concept of reflective teaching and Richards and Farrell's (2005) of language teacher's professional development. Tice differentiated between two types of reflection: in-action and on-action reflections. In-action reflection occurs when the teaching practice is taking place, whereas

the on-action reflection occurs after the end of the teaching practice. Richards and Farrell viewed reflective teaching as a sort of collaborative teaching in which teacher educators collaborate with novice teachers to fulfill the task of teaching. In the realm of the present study, the instructor of the teaching practice course acts as a teacher educator who taught and provided the 100 participants with the reflective teaching's criteria and indicators through the theoretical part of the academic course. In other words, the researcher as being the instructor of the teaching practice course coordinated the activities which her student-teachers applied to their primary school pupils. This coordination of activities occurred through the constant observation process of the participants' teaching techniques and styles and the researcher's feedback. Therefore, the present study's rationale is based on highlighting the positive effect of developing the 100 participants' awareness of reflective teaching. That is, the 100 participants can improve their teaching effectiveness through deepening their comprehension of their adopted teaching styles and techniques. The 100 participants were trained to reflect on their teaching styles and techniques, peer observation, students' feedback, group discussion, supervisor's feedback, etc.

Literature review

Gupta, Shree, and Mishra (2019) clarified that the nature of reflective teaching includes different cognitive processes such as contemplation, reconsideration and rethinking of what the teacher has or has not accomplished in the lesson. Indeed, reflective teaching occurs when language teachers manipulate their teaching performance, the reasons behind such performance and its consequences on their students. In reflective teaching, language teachers question the motives behind their teaching practices and ways to improve such practices. Reflective teaching aims to develop the performance of language teachers who ponder on their teaching experience in order to improve it in the future. Reflective teaching also provides language teachers with vital tools of managing their classrooms and ways to solve classroom-problems. As such reflection has become significant for different educational settings. According to Fines (2014), reflection makes experience meaningful practice as it combines past experience with future necessary steps that help refine such experience. Thus, the teacher does not only contemplate on what he/she has done in the classroom, but also what he/she might have done. Reflective teaching helps language teachers to comprehend the nature of their classrooms, so they can effectively manage the process of language teaching and learning.

Pang (2020) explained that there are two types of reflection: in-action and on-action reflections. The former denotes the processes on interpretation, analysis and provision of solutions to the problems occur in

classroom during the process of language teaching and learning. The latter
entails a teacher's mental reconstruction of the classroom events, actions,
activities and learners' participation and responses. Oviawe (2020) stated
that there are four levels of reflection: factual, procedural, justificatory and
critical. Factual reflection refers to the routine procedures which a
language teacher adopts in classroom teaching. Procedural reflection means
a language teacher focuses on evaluating the outcomes of his/her teaching
practices. Justificatory reflection refers to the contemplation process which
a language teacher goes through in evaluating the rationales for his/her
teaching practices. Critical reflection encompass the effects of developing
student-teachers' competency. These levels indeed reflect the main
variables of the present study as embodied in the four sections of the
reflective teaching questionnaire distributed to the 100 student-teacher
participants.

Gheith and Aljaberi (2018) discussed the teachers' adherence to the
practices of reflective teaching and their views on their professional
development. The participants were 162 teachers worked at private schools
in Amman, Jordan. Data were collected through the sets of questionnaires.
A 28-item questionnaire measured the participants' adherence to the
practices of reflective teaching. The five-point Likert scale questionnaire
consists of 6 indicators of reflective teaching practices. The 6 indicators
handle the creation of student-centered learning environment, the creation
of reflective classroom-based learning environment, stand towards
criticism, self-assessment, willingness to achieve professional development,
and decision making. The second questionnaire was an 18-item
questionnaire of the teachers' attitudes towards professional development.
The attitudes questionnaire was based on five-point Likert scale which
handle the participants' attitudes to share teaching experience with other
colleagues, willingness to attend seminars and workshops, and self-
assessment of career development. Gheith and Aljaberi found that the
participants had reasonable level of adherence to the reflective teaching
practices. On the other hand, most of the participants opposed the
acceptance of criticism. As for their attitudes, the participants showed
positive attitudes towards professional development. Gheith and Aljaberi
asserted that the participants' adherence to reflective teaching practices
was strongly correlated with their attitudes towards professional
development.

Zahid and Khanam (2019) examined how the practices of reflective
teaching affected the performance of trainee-teachers during their teaching
practicum. Forty trainee-teachers of English in the Women University,
Turkey, were selected randomly and divided equally into a control group
and an experimental group. Whereas the control group was theoretically
taught by using a traditional method, the experimental group was

theoretically taught the practices of reflective teaching. Data were collected through a rubric of reflective teaching strategies, which served as a pretest and a posttest, and classroom observation. The rubric measured 16 indicators of the practices of reflective teaching strategies. The rubric was based on four-point scale that describes the participants' compliance to the 16 indicators. The responses were completely complied, complied with a great extent, partially complied and do not comply at all. The 16 indicators covered writing, reading and listening skills along with classroom management, content of knowledge delivered in the classroom, and critical thinking skills. Zahid and Khanam found that the practices of reflective teaching helped the experimental group participants to develop their teaching performance through planning and reconsidering the points of their strength and weakness. The training on reflective teaching strategies helped to enhance the teaching performance of the experimental group participants who were able to revise and modify their teaching strategies due to the practices of reflective teaching. Zahid and Khanam emphasized the effectiveness of the reflective teaching module to improve the experimental group's performance in teaching practicum in comparison to that of the control group. Zahid and Khanam recommended that the practices of reflective teaching should be included a part of the theoretical course work in the training programs for trainee-teachers in order to improve their performance in teaching practicum.

Pang (2020) investigated the self-assessment of 34 teachers working in 10 primary schools and 10 kindergartens in accordance with nine assessment learning strategies in teaching. The participants filled up reflection forms and wrote reflective statements to provide suggestions for teaching improvement. Data were collected through classroom observation conducted by development officers in schools. The officers observed and recorded the participants' abidance by using the strategies of assessment learning. The officers also discussed the reflective comments written by the participants in the reflection forms. The findings indicated difference abidance by the participants to the nine strategies of assessment learning. However, the participants suggested that the use of strategies of assessment learning provides insights into the enhancement of teaching effectiveness. Pang proposed that practices of reflection formed a reflective pattern which constitutes planning, action, observation and reflection. Pang emphasized that teachers who practiced reflective teaching managed to sustain the teaching quality by enhancing self-improvement.

Williams (2020) examined the notion that reflective teaching should be viewed as a thought activity instead of a learning tool for student teachers. In the Swedish context of education, student teachers are usually encouraged to work in small groups to reflect on their teaching practices both individually and collectively and to develop their teaching competency.

Williams collected data through the use of semi-structured interview on video stimulated reflection to explore the notion of reflection, the process of reflection and its role to help student teachers to collaborate in the reflection process. Participants comprise three groups of 11 student teachers. The first and second groups comprise four participants each while the third group comprises three participants. The first group includes participants are doing teaching practice in lower primary school, whereas the second group of student teachers were assigned to upper primary school. The third group includes student teachers who were assigned to do teaching practice in a secondary school. Williams found that the video stimulated reflection supported the reflection process among the three groups of participants as they articulated and discussed their concerns about teaching problems. As for the first step of resolving problems, the participants reframed all teaching problems by shifting from a teacher perspective to a student perspective. Then, they made conclusions about their pedagogical endeavors in accordance with their students' learning needs. Reflective teaching enabled the participants to have more information about their teaching practices and to consider this information from different perspectives through framing and reframing the problems and listening to each other views.

Shaver and Elfreich (2021) examined the role of experienced supervisors in a college of education that offers a teaching qualification program to professionals from other fields to have teaching licenses. The study is an analysis of critical reflection of the supervisors' experience in instructing non-traditional students who sought to be teachers by profession. The study was based on sharing observation between the two authors who supervised 15 non-traditional student-teachers at their teaching practice course which was part of the transition certification program. Data were collected through observation-based instruments including the participants' exchanged emails, notes, conversations, suggested improvement plans and observation protocols. Shaver and Elfreich were engaged in practices of reflection to have better understanding of the participants' implicit and explicit actions during their teaching practice at an elementary school and to enrich their roles of supervision. Shaver and Elfreich found that supervisory discussion, guidance and feedback helped the participants to overcome problems of classroom management resulting from racial bias as majority of the elementary schools pupils were black Americans while the 15 participants were all white Americans. Shaver and Elfreich, as being supervisors, devised a reflective teaching based improvement plan to withstand the conflict and disconnection between a non-traditional student teacher named *Scarlet* and her class. The reflective teaching plan positively led to slow growth of trust between *Scarlet* and her pupils. *Scarlet* started to memorize

her pupils' names and engage them in more collaborative activities. This incident gave Shaver and Elfreich an insight into the supervisors' early necessary intervention. Furthermore, Shaver and Elfreich found that the participants acknowledged the effect of supervisors' feedback, whether positive or negative, on clarifying theoretical, practical and pedagogical issues.

Method

Design

The study is based on the mixed method of quantitative and qualitative analysis approaches (Beausaert, Segers, and Gijselaers, 2011, Mayring, 2014, Niemi, 2015, Kotilainen, 2019, Korkko, Kotilainen, Toljamo and Turunen, 2022). Quantitative analysis covers the 100 student-teachers' responses to the pre and post administrations of the 29-item questionnaire. It also includes the 30-pupils' achievement in the pre and post English language tests. The qualitative analysis descibes the 100 student-teachers' responses to the pre and post administrations of the 29-item questionnaire.

Participants

There are two types of participants who took part in the present study. The first type of participants includes one hundred third year student-teachers enrolled at the Department of English, Faculty of Education, October 6 University. In addition, the second type of participants includes 30 primary school pupils, who were taught by the 100 hundred student-teachers during the latter teaching practice, also participated in the present study.

Instruments

A. The reflective teaching questionnaire

Data were collected through two instruments: a 29-item questionnaire and a language test. The 29-item questionnaire of reflective teaching was administered twice to 100 hundred student-teachers. The questionnaire consists of three sections: (1) perceptions of benefits (2) practice of reflective teaching types, and (3) practice of reflective teaching strategies. The questionnaire was based on five Likert-responses. The five-Likert responses to the first section differ from those assigned to the second and third sections. The five-Likert responses to the first section were Strongly Disagree SD=1, Disagree D=2, Not Sure= 3, Strongly Agree SA=3, and Agree A=5. The five-Likert responses to the

second and third sections were Always=1, Usually=2, Never=3, Sometimes=4, and Seldom=5.

B – The pre-post English language test

The English language test (Appendix A), which served as a pretest and a posttest, was administered to the 30 pupils who were taught by the participants during the teaching practice course. The language test was marked out of 30 marks. It consists of three main sections with 10 marks each. The first section contains two types of questions, namely eight multiple choice sentences (8 marks) and four question of circle the word and replace with a correct one (2 marks). The second section comprises paragraph writing (8 marks) and two rearrangement questions (2 marks). The third section contains a listening question where pupils listened to a dialogue and then asked to fill in the missing parts of the dialogue.

Procedures and the reflective teaching program

At the beginning of the teaching practice course, 100 student-teachers were required to respond to a 29-item questionnaire to measure their primarily awareness of the reflective teaching criteria and indicators. Then, the participants were taught these criteria and indicators of reflective teaching as the theoretical part of the teaching practice syllabus assigned to third year students. They were asked to observe these criteria and indicators during their practical teaching. Towards the end of the first term of the academic year 2022-2023, the 29-item questionnaire of reflective teaching criteria and indicators was re-administered to the 100 participants. The 100 participants tested their pupils' language performance twice at the beginning and towards the end of their practicum. The 29-item questionnaire and the language test were piloted using 30 student-teachers and 15 pupils respectively. The Cronbach's Alpha coefficients for the two instruments were .88 and .86 successively. These coefficients indicate the reliability of the two data collection instruments.

As for the reflective teaching program, the theoretical part of the teaching practice syllabus taught to the 100 participants covers the reflective teaching- based instruction. The instruction is based on three domains with a number of certain indicators affiliated to each domain. These domains are namely, the domain of perception of reflective teaching benefits, the domain of practice of reflective teaching types, and the domain of practice of reflective teaching strategies. The first domain includes a number of indicators such as the need for profession development, reflective teaching helps student-teachers to be aware of their teaching practice, selection of best way for teaching, confidence teaching practice, receiving colleagues' professional support, reinforcement of teachers' autonomy and intrinsic motivation, development of teaching practice and

experience, and dealing with unexpected situations while teaching. The second domain includes a number of indicators like prompt reaction to classroom problems, adjustment of instructions and activities, noticing students' attitudes during the class, prior lesson planning, carrying out activities, analysis of previously occurred problems, and adjustment of activities in line with lesson objectives. The third domain includes a number of indicators such as using a journal to document the participants' teaching reflection, the participants reflect on videos of teaching practice, the participants used a teaching portfolio for the purpose of teaching reflection, participants do research on teaching reflection, and peer observation, mutual observation, group discussion, supervisor's feedback, teaching workshops, and students' feedback are means of teaching reflection.

Data analysis

As for quantitative analysis, one way analysis of variance (ANOVA) was employed for three purposes. In other words, ANOVA was used to determine (1) the significant differences between the 100 participants' views on reflective teaching in the pre and post administration of the 29-item questionnaire, (2) the significant differences between the 30 primary school pupils' achievements in the pre and post language tests, and (3) the effectiveness of reflective teaching in developing the student-teachers' teaching competency and the primary school pupils' achievement in English language. As for qualitative analysis, examples of the 100 student-teachers' responses to the pre and post administrations of the 29-item questionnaire were provided.

Table 1 indicates the mean scores of the participants' responses to the pre- and post-administrations of the reflective teaching questionnaire. The participants had higher means scores of the strongly disagreed and disagreed responses in the pre-administered questionnaire compared to the post-administered questionnaire to the perception of the reflective teaching benefits. That is, they were less aware during the pre-administration of the questionnaire of their needs to develop their teaching profession which is a lifelong practice. They were also less aware of the reflective teaching benefit that provides them with insights into their teaching practices. They did not recognize that reflective teaching helps them to select the best ways of teaching their lessons, sustains their self-confidence, provides them with colleagues' support, reinforces their teaching motivation and develops their experience in dealing with different teaching situations. However, due to the awareness created by the theoretical part of the teaching practice course, the participants' mean scores of strongly agreed and agreed responses to the perception of reflective teaching benefits were higher than that of strongly disagreed and disagreed responses in the post-administration of

the reflective teaching questionnaire. This reveals the change of the participants' views on the benefits of reflective teaching practices. As for the practice of reflective teaching types, the pre-administered questionnaire reveals less means scores of the participants' always and usually responses to these items in contrast to the post-administration of the reflective teaching questionnaire. That is, in the post-administration of the reflective teaching questionnaire, the participants developed better understanding of the different types of the reflective teaching practices and were able to apply them during their teaching practice in the primary school. For instance, they always and usually react promptly to the teaching problems, adjust instructions and activities according to the pupils' attitudes which were noticed during the teaching practice, plan lessons in advance, understand the purposes behind the activities, constantly review what happened in the class and analyze problems occurred in the previous class.

In the post-administration of the reflective teaching questionnaire, the participants also had higher means scores of the always and usually responses and less mean scores of never, sometimes, and seldom responses to the practice of reflective teaching strategies in comparison to their responses to the pre-administered questionnaire. For examples, the participants became more reflected on their teaching practices through reflective journals, teaching portfolios, videos, peers observation, colleagues' observation, group discussion, supervisor's feedback, teaching workshop and pupils' feedback. The participants also did research on issues related to teaching practice as a requirement of the teaching practice academic course. The development of participants' practice of the reflective teaching strategies is also attributed to the reflective teaching instruction which they were taught as a theoretical part of the academic course of teaching practice.

Table 1: Mean scores of the participants' responses to the pre-and post-administrations of the reflective teaching questionnaire

Section 1: perceptions of benefits	Strongly Disagree		Disagree		Not Sure		Strongly Agree		Agree	
	Pre	post	Pre	post	Pre	post	Pre	post	Pre	post
1.FL teachers need to develop their profession	2.2	0.89	2.7	0.70	1.99	0.12	3.78	5.65	3.90	4.79
2.Development of teaching profession is a lifelong practice	2.76	1.76	2.98	1.09	2.41	0.87	3.45	4.98	3.50	5.70
3.FL teachers can be aware of their teaching practice through reflective teaching	3.65	1.08	3.48	1.02	2.31	0.36	2.34	5.93	2.98	4.78
4.It guides FL teacher to select the best way for	3.76	0.81	3.65	0.32	2.51	0.24	2.53	4.84	2.12	5.88

Section 1: perceptions of benefits	Strongly Disagree		Disagree		Not Sure		Strongly Agree		Agree	
	Pre	post	Pre	post	Pre	post	Pre	post	Pre	post
teaching their lessons										
5. It helps FL develop self-confidence in teaching practice	2.89	0.27	3.74	0.23	2.43	0.02	3.25	5.86	2.32	4.98
6. Through reflective teaching, FL teachers can have professional support from their colleagues	2.65	0.26	3.76	0.31	2.71	0.07	3.82	4.85	2.14	5.93
7.Reflective teaching reinforces FL teachers' autonomy and intrinsic motivation	3.26	0.53	2.64	0.42	2.81	0.22	2.73	5.78	3.35	5.92
8.Through reflective teaching FL teachers can improve their teaching practice	2.54	0.32	3.70	0.34	2.37	0.13	3.89	4.86	3.54	5.69
9. FL teachers can develop their experience in dealing with the current teaching situations	3.22	0.42	2.65	0.43	2.90	0.25	3.34	5.89	2.62	4.96
10. FL teachers can be trained to deal with unexpected situations while teaching	3.40	0.23	2.53	0.17	2.77	0.21	2.85	5.97	2.78	4.98
Section 2: Practice of reflective teaching types	Always		Usually		Never		Sometimes		Seldom	
11.Prompt reaction to classroom problems	2.76	4.87	2.43	5.69	2.34	1.86	2.04	2.58	1.54	0.71
12. instruction and activities can be adjusted according to students' attitudes	2.84	5.92	2.09	5.90	2.31	0.07	3.63	2.19	1.94	0.82
13.Students' attitudes are noticed during the teaching practice	2.85	4.90	2.58	5.81	2.06	0.09	1.84	2.66	2.11	0.52
14.lessons are planned in prior to anticipate any problems that may occur and find solutions for them	1.63	5.83	1.34	4.68	2.83	0.05	1.97	1.98	2.83	0.08
15.In carrying out activities, I understand purposes, and intentions behind them	1.53	5.74	1.98	5.97	2.87	1.09	2.43	0.02	1.75	0.07
16. I always review what happened in the class	1.98	5.75	1.64	4.89	1.92	0.08	2.44	0.17	1.52	0.21
17.I analyzed the reasons behind any teaching problems occurred in the previous lesson	2.61	5.82	1.87	4.65	1.72	0.25	2.18	0.26	2.03	0.08

Section 1: perceptions of benefits	Strongly Disagree		Disagree		Not Sure		Strongly Agree		Agree	
	Pre	post	Pre	post	Pre	post	Pre	post	Pre	post
18.Activities are analyzed and adjusted in terms of lessons' objectives	2.84	5.90	2.38	4.95	1.87	0.23	2.37	0.17	2.52	0.18
Section 3: practice of reflective teaching strategies	Always		Usually		Never		sometimes		Seldom	
19.A reflective journal is used to document my teaching experience	1.93	4.86	1.80	5.89	2.67	0.23	2.45	0.23	2.47	0.15
20. I reflect on the recorded videos of my teaching practice	1.56	5.84	1.37	4.85	2.40	0.34	3.84	0.35	2.61	0.28
21.A teaching portfolio is collected to reflect on my teaching practice	2.84	5.86	2.71	4.94	2.86	0.19	2.28	0.23	2.61	0.21
22. I do research on frequent teaching issues to reflect on my teaching practice	2.76	4.93	2.67	5.83	2.62	0.25	2.72	0.21	2.87	0.26
23.Peer observation is used to reflect on my teaching practice	2.23	4.98	2.73	5.89	2.37	0.18	2.38	0.18	2.64	0.15
24.I and my colleagues have mutual observation to reflect on each other teaching practice	2.47	5.97	2.94	4.85	2.43	0.14	2.43	0.16	2.75	0.28
26. I and my colleagues have a group discussion to observe and reflect on our teaching practice	2.35	4.76	2.78	5.83	2.85	0.28	2.74	0.29	2.48	0.37
27. I used supervisor's feedback to reflect on my teaching practice	2.48	4.58	2.49	5.82	2.93	0.37	2.73	0.34	2.65	0.43
28. I use teaching workshops to reflect on my teaching practice	2.83	5.83	2.59	4.79	2.41	0.45	2.38	0.25	2.48	0.17
29. I reflect on my teaching practice using students' feedback	2.37	4.94	2.77	5.84	2.84	0.36	2.75	0.28	2.47	0.29

Table 2 shows the results of one way analysis of variance (ANOVA) between the participants' responses to the pre- and post-administration of the reflective teaching questionnaire. Table 2 indicates that the participants had different views on the benefits, practices, and strategies of reflective teaching in the pre- and post-administration of the reflective teaching questionnaire. Table 2 indicates that there are statistically significant differences between the participants' responses to the pre- and post-administration of the reflective teaching questionnaire as the p value is < 0.05. The statistically significant differences are in favour of the

participants' responses to the post-administration of the reflective teaching questionnaire. Therefore, the current study rejects the null hypothesis that the 100 participants' views on reflective teaching did not statistically and significantly differ in the pre and post-administrations of the reflective teaching questionnaire. The finding is in agreement with those reported by Pang (2020) and Williams (2020).

Table 2: ANOVA of the participants' responses to the pre-and post-administrations of the reflective teaching questionnaire

	Sum of Squares	df	Mean Square	F	Sig.
Within Pre and post-administrations	462.743	22	370.197	62.351	0.000
Between pre and post-administrations	45.815	88	4.732		
Total	805.558	100			

In addition, Table 3 reports the results of the one way analysis of variance (ANOVA) of the 30 primary school pupils' achievements in the pre- and post-administrations of the language test. Table 3 indicates that the 30 pupils had different achievements in the pre- and post-administrations of the language test. Table 3 shows statistically significant differences between the 30 pupils' achievements in the pre- and post-administrations of the language test since the p value is < 0.05. The finding rejects the null hypothesis that there is no difference in the primary school pupils' achievements in the pretest and the posttest. The statistically significant differences are in favour of the 30 pupils' achievement in the post-administration of the language test. The finding indicates that the development of the 100 student-teachers' teaching competency due to the reflective teaching practices and strategies led to the development of their pupils' achievement in the language test. The finding is similar to those reported by Gheith and Aljaberi (2018), Zahid and Khanam (2019), and Shaver and Elfreich (2021).

Table 3: the 30 pupils' achievements in the pre and post- administrations of the language test

	Sums of Squares	df	Mean Squares	F	Sig.
Within Pre and post-administrations	273.638	12	158.264	18.416	0.000
Between pre and post-administrations	29.217	18	2.571		
Total	302.855	30			

The findings indicated in Table 2 and 3 reject the null hypothesis that reflective teaching based instruction was ineffective in developing the student-teachers' teaching competence and the pupils' FL achievement.

Discussion, conclusion and teaching implications

The present study came to the conclusion that student-teachers should be dedicated to practices of reflective teaching in order to develop their teaching competency on the one hand and their pupils' FL achievement on the other. In contrast to the questionnaire pre-administration, the post-administration of the reflective teaching questionnaire indicates better understanding of the participants' perception of the reflective teaching benefits and more practices of the reflective teaching types. This is evident in the higher mean scores of the participants' strongly agreed, agreed, always and usually responses to the sections 1 and 2 items. The participants' developed awareness of the reflective teaching benefits and the practice of different reflective teaching types are attributed to the reflective teaching instruction represented in the theoretical part of the teaching practice course which they academically studied at the Faculty of Education.

Furthermore, the participants showed better practice of the reflective teaching strategies in the post-administration of the reflective teaching questionnaire compared to the pre-administered questionnaire. These reflection practices include the use of reflective journals, reflective teaching videos and portfolios. The reflection practices also include group discussion, peers' observation, colleagues' observation, supervisor's feedback and pupils' feedback. In addition, the development of the trainee teachers' teaching competency led to the improvement of the 30 pupils' language achievement in the post language test in comparison to the pre language test.

The teaching of reflective teaching as a theoretical part of the teaching practicum syllabus was effective in developing the participants' teaching competency. Therefore, it was recommended to include the reflective teaching strategies into the syllabus of teaching practicum for English-majoring pre-service teachers at the faculty of Education, October 6 University. The participants counted several advantages for being aware of and able to apply the reflective teaching practices. Reflective teaching practices enabled the participants to have good relationship with their pupils and have feeling of self-efficacy. The participants also managed to provide effective learning environment through the reflective teaching practices by giving their pupils opportunities to explore and construct learning knowledge. The participants were also able to critically analyze their teaching practices and their pupils' learning. Therefore, the present study rejects the early introduced three null hypotheses.

Recommendations for further research

The current study recommended the following studies for further research:
1. The study can be replicable using different samples of participants such as student-teachers at public universities.
2. A comparative study can be conducted between student-teachers enrolled in a private university and student-teachers enrolled in a public university.
3. A study can investigate the effectiveness of reflective teaching on developing the student-teachers' competency in terms of their attitudes and motivation towards the profession.
4. The present study can be replicable using student-teachers affiliated to different fields of specializations such as teachers of Mathematics, science,, and English.
5. The present study is replicable using a sample of Egyptian student-teachers and international student-teachers.

References

Beausaert, S., Segers, M., and Gijselaers, W. (2011). The Personal Development Plan Practice Questionnaire: The Development and Validation of an Instrument to Assess the Employee's Perception of Personal Development Plan Practice." *International Journal of Training & Development, 15* (4): 249–270. doi:10.1111/j.1468-2419.2011.00375.

Cavanagh, M., Bower, M., Moloney, R.,   & Sweller, N. (2014). The   effect over time of a video-based reflection system on preservice teachers' oral presentations. *Australian Journal of Teacher Education*, *39*, (6). doi:10.14221/ajte.2014v39n6.3

Charteris, J., & Smardon, D. (2013). Second look – Second think: A fresh look at video to support dialogic feedback in peer coaching. *Professional Development in Education*, *39*(2), 168–185. doi:10.1080/19415257.2012.753931

Cherrington, S., & Loveridge, J. (2014). Using video to promote early childhood teachers' thinking and reflection. *Teaching and Teacher Education*, *41*, 42–51. doi:10.1016/j.tate.2014.03.004

Fines,   B.G.   (2014).   Assessing   Reflection.   Retrieved   from: http://law2.umkc.edu/faculty/profiles/glesnerfines/ REFLECTION.pdf

Gheith, E., & Aljaberi, N. (2018). Reflective teaching practices in teachers and their attitudes toward professional self-development. *International Journal of Progressive Education*, *14* (3), 160-179, https://files.eric.ed.gov/fulltext/EJ1186526.pdf

Gupta, T., Shree, A. and Mishra, L. (2019). Reflective Teaching as a Strategy for Effective Instruction. *Educational Quest: An Int. J. of Education and Applied Social Science:* Vol. 10, No. 1, pp. 37-43, DOI: 10.30954/2230-7311.1.2019.6

Hamel, C., & Viau-Guay, A. (2019). Using video to support teachers' reflective practice : A literature review. *Cogent Education*, *6* (1), 1-14, https://doi.org/10.1080/2331186X.2019.1673689

Harvey, M., Coulson, D., & McMaugh, A. (2016). Towards a theory of the ecology of reflection: Reflective practice for experiential learning in higher education. *Journal of University Teaching & Learning*

Practice,   *13*(2), 1–
20. https://researchers.mq.edu.au/en/publications/towards-a-theory-of-the-ecology-of-reflection-reflective-practice

Korkko, M. , Kotilainen, M. R., Toljamo, S. and Turunen, T. (2022). Developing teacher in-service education through a professional development plan: modelling the process. *European Journal of Teacher Education*,   *45*,(3),   320–337 https://doi.org/10.1080/02619768.2020.1827393

Kotilainen, J. (2019). Strategy Work in Schools: A figure in presentation Korkko, M. and Kotilainen, M-R. Personal development plans (PDP) as a tool to promote teacher career development. *ICEEPSY Conference*, Barcelona, Spain

Mayring, P. (2014). *Qualitative content analysis: Theoretical foundation, basic procedures and software solution*. Klagenfurt: GESIS Leibniz Institute for the Social Sciences.

Niemi, H. (2015). Teacher Professional Development in Finland: Towards a More Holistic Approach. *Psychology, Society, & Education*, *7* (3): 279–294. doi:10.25115/psye.v7i3.519.

Richards, J., & Farrell, T. (2005). *Professional development for language teachers*. New York: Cambridge University Press.

Oviawe, J. I. (2020). Effective teaching for effective technical vocational education and training instructional delivery in a knowledge-based economy. *International Journal of Research-Granthaalayah*, *8* (2), 176-187, DOI:10.5281/zenodo.3698191 Http://www.granthaalayah.com

Pang, N. S-K. (2020). Teachers' reflective practices in implementing assessment for learning skills in classroom teaching. *ECNU Review of Education*, *5* (3), 470-490, DOI: 10.1177/2096531120936290

https://journals.sagepub.com/doi/full/10.1177/2096531120936290

Shanmugavelu, G, Parasuraman, B., Arokiasamy, R., Kannan, B., & Vadivelu, M. (2020). The roles of teachers in reflective teaching in the classroom. *International Journal of Education, 8* (3), 30-33, http://www.shanlaxjournals.com

Shaver, E & Elfreich, A. (2021). Critical Reflection, dialogue, and supervision: Culturally relevant teaching and adult learners in a transition to teaching program.

Journal   of   Educational   Supervision,   *4*   (2),   23-44. https://doi.org/10.31045/jes.4.2.2 https://digitalcommons.library.umaine.edu/jes/

Stocks, C.,   & Trevitt, C. (2016). The   place   of   trust   in   continuing professional   learning   programmes: Supporting   authentic reflection   in   portfolio   assessment. *International   Journal   for Academic Development*, *21*(3), 219–229.
https://www.tandfonline.com/doi/abs/10.1080/1360144X.2016.1188819?journalCode=rija20

Tice, J. (2002). Reflective teaching: Exploring our own classroom practice. BBC/ British Council Teaching English. Retrieved on August 20, 2022 from
https://pedagogie.ac-orleans-tours.fr/fileadmin/user_upload/anglaisLP/dossier_ressources/reflective_teaching.pdf

Veine, S., Anderson, M. K., Anderson, N. H., Espenes, T. C. & Sovland, T. B. (2020). Reflection as a core student learning activity in higher education- Insights from nearly two decades of academic development. *International Journal for Academic Development*, *25   (2),   147-161,* https://www.tandfonline.com/doi/full/10.1080/1360144X.2019.1659797

 Wallin, P., Reams, J., Veine, S.,   & Anderson, M.   K. (2018). Creating responsive   learning   environments   to   develop   students' reflective capacity. *Integral Review*, *14*(1), 167–186
https://www.semanticscholar.org/paper/Creating-Responsive-Learning-Environments-to-Wallin-Reams/6336fd97507afd544080af917c27b0b31d9dd038

Williams, A. T. (2020). Growing student teachers' reflective practice: explorations of an approach to video-stimulated reflection. *Reflective   Practice*,   *21*   (5),   699-711,   DOI: : https://doi.org/10.1080/14623943.2020.1798917

Zahid, M. & Khanam, A. (2019). Effect of reflect teaching practices on the performance of prospective teachers. *The Turkish Online Journal of Educational Technology (TOJET), 18* (1),
https://www.semanticscholar.org/paper/Effect-of-Reflective-Teaching-Practices-on-the-of-Zahid-Khanam/18828d6e19f3b2db34cdae215e36f40350a74cbe

Appendix A: The Language Test
(30 Marks)

A-Reading   (10 Marks)

1-choose the correct answer from a, b, c, d: (8 Marks)

1-She -------------bread once a day.

a -feeds   b-reads   c-meets   d-bakes

2-A ---------is someone who bothers people.

a-test   b-nest   c-best   d-pest

3-I'd better--------------------home.

a -go   b-to go   c-going   d-goes

4-How often does she ---------------a museum?

a-visit   b-visits   c-visited   d-visiting

5-she is doing--------------------today.

a-good   b-better   c-best   d-bad

6-How ------------------do you give a speech?

a-old   b-much   c-often   d-many

7-To help me with my problem,my mother tells me to be-----------.

a-patient   b-little   c-older   d-pest

8-I take medicine-------------a day.

a-two   b-twice   c-to   d-too

2-circle the odd word and replace it with a correct one: (2 Marks)

1-February- March-Monday-December

2-eat-with-write-follow

3-summer-rain-winter-spring

4-crazy-speech-old-cloudy

B-Writing(10 Marks)

-write a paragraph of five sentences: (8 Marks)

At the park

2-Rearrange the following words to make correct sentences: (2 Marks)

1-take-medicine- How- often- you- do?

2- a- month- I –a haircut- get- twice .

----

c- listening: (10 Marks)

1-listen and complete:

Ahmed: Hi,Mr Samy.

Mr samy: Hello, kamal. Have a seat. How is your (1)------------------?

Kamal: they are fine. But my sister has the(2)----------------------------.

Mr samy: I'm sorry to hear that.Is it(3)----------------------------------?

Kamal: No, it isn't. she's doing(4)---------------------------- today .

Mr Ssamy: good!