

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter deals with the theoretical studies and previous studies related to the present study. Theoretical studies discuss related theorists to the present study, while previous studies discuss the implementation of that related theorist to prior studies.

#### **2.1 Theoretical Framework**

##### **2.1.1 EFL Preservice Teachers**

The term EFL pre-service teacher refers to those who are in one here such as training or education before taking any particular field of job (Serkan, 2016). Likewise in terms of requirements, EFL pre-service teachers have many duties to fulfill as prospective teachers. One of them is they should have enough pedagogy skills such as in designing and implementing curriculum, applying technologies, and mastering the target language with its culture (Barzaq, 2007).

To become proficient teachers, EFL pre-service teachers need to improve their ability in terms of choosing content as teaching materials, knowing how to deliver materials, and having good teaching and managerial strategies (Sheridan, 2011). There is no doubt that hands-on experience is an important part of student-teacher training as it is the first time student-teachers transition into the realm of actual teaching. Manzar-Abbas and Lu (2013) add that trainee teachers value the internship period because it is the interface between their studies and future careers and strongly influences their perceptions of the teacher's role. According

to Manzar-Abbas and Lu (2013), the purpose of teaching practicum courses is to prepare future teachers to become reflective professionals while providing them with a field of practice in which to apply the theoretical and empirical knowledge gained through the course.

In addition, in the area where English become a foreign language, it gives special issues and important elements for the TEFL program. It required EFL pre-service teachers such as those who have good language proficiency and can communicate effectively (Barzaq, 2017). Despite those conditions, in the real situation, EFL pre-service teachers found some challenges and weaknesses when associated with teaching practicum. Karatas and Karaman (2013) classifies several challenges that are often faced by EFL pre-service teachers lesson planning, lesson delivery, classroom management, and identity development.

It happens based on the different situations and class conditions they find in real life. Hence, this can be overcome in two ways: first, by preparing everything needed by a teacher or teacher candidates at the preparation stage such as at the Second Language Teacher stage by including reflection activities and assignments to certain subjects (Farrel, 2012). In the past five years, reflective practice has also been documented in Indonesia in the context of the current contribution.

Borg (2015) argues that in teacher education, we cannot make adequate sense of the experience of teaching and learning teachers without examining the mental dimension that cannot be observed from their learning process. In addition, in general, the preparation of teachers, "this line of research has revealed differences like the knowledge that exists in the minds of teachers that help them

to act effectively, and knowledge as taught in teachers" (Korthagen, 2010, p. 99). However, second and foreign language teacher cognition research is a more recent phenomenon, and when it comes to pre-service teachers' cognitions, the issue gains more importance for the widely accepted belief that they come to teacher training programs with well-established beliefs.

EFL preservice teachers are teachers who have a very important role in contributing to teaching by providing an object to activities, experiences, observations, evaluations and feedback in writing teaching journals with direct teaching practice. Because by getting closer to an action or teaching activity, EFL preservice teachers can find out about what they get from direct observation of teaching practice. Yung (2020) emphasized that one of the most important points recognized by teacher education students is teaching practicum. Therefore, they suggest that teaching practicums provide beginning teachers with the necessary knowledge and professional experience to become in-service teachers.

Preservice teachers' teaching experience is critical to future professional endeavors (Haritos, 2004; Yuan & Lee, 2014). Nurturing reflection, especially in new teaching contexts, can improve teaching practice and professional relations with social entities within institutional parameters. For example, through further reflection, teacher educators can study the PST perspective to examine their pedagogical decision-making processes, along with their motivation to become teachers, and the challenges they face in the teaching profession (Sudtho, Songhasiri & Jimarkon, 2014). Chong and Low (2009) and Goh (2011) revealed that preservice teachers were preoccupied with identifying themselves as teachers. Thus, pre-service teachers need to be in touch with a real teaching context to build

up a realistic view that allows them to understand, reflect, and work to improve their teaching practice. With this, pre-service teachers can see the developmental process in teaching by finding phenomena that occur during teaching practice and observation in the field. The conclusion that can be drawn from the two themes is that EFL preservice teachers' perceptions of reflective teaching journal writing were generally positive, especially at the outset.

This sense of self is reconfigured in meaningful contexts to provide thematic stories of teacher identity before practicum. This is simply an environment where pre-service teachers can practice reflection. In reality, reflection training is necessary before the training itself because reflective teaching does not develop with experience; rather, it is a learned skill (El-Dib, 2007). Al-Jamal (2012), found that the reflective perception of EFL revolves around their understanding that a teacher needs to find alternative routes and solutions to the problems at hand. They tended to become more realistic in terms of their perception of teaching after their teacher education program. Teaching training is not enough to develop reflective teaching.

In this regard, Lee (2005) argues that reflective thought processes should not only address progress toward the solution of a problem but rather at the level of situational awareness; The process and its progress must be seen together. Teaching training is not enough to develop reflective teaching.

### 2.1.2 Definition of Reflection

Reflection has been defined as ‘a careful examination and bringing together of ideas to create new insight through on-going cycles of expression and re/evaluation’ (Marshall, 2019, p. 411). Because reflection is important, it is apparent that every teacher possesses the ability to reflect on their teaching. Regretfully, many teachers neglect the reflection phase due to confusion or simply are not accustomed to the practice (Kim, 2018; Toman, 2017). Reflection, as the original term of reflective practice, is classified as a strategy to improve teachers’ quality in teaching. It is undeniable that reflective practice can help the teachers to utilize the reflection of their teaching.

Further, reflective practice is examined and subdivided into three categories: (1) Reflection-in-action; (2) Reflection-on-action; and (3) Reflection-for-action (Farrell, 2012). Reflection-in-action is called as interactive reflection means the process of teachers’ thinking towards teaching and learning activities while on the job. In reflection-on-action, the practitioners think his/her previous teaching whether there is any problem or not and also to find out the alternative way to deal with.

The last, reflection-for-action or anticipatory reflection means teachers consider the problem or situation will happen in future teaching. Moreover, the reflective teacher requires three attributes to be a reflective teacher. Reflection is the result of a series of thoughts in which the next parts of reflective thought develop from the previous parts and help each other. They are not a mixture of different types of thoughts. Instead, they go through a transitional phase. According to Postholm (2008), the word reflection comes from the Latin word

(re-flectio) which means to turn (re) and return (flectio). Reflection means looking back and thinking about something that has already happened. In the context of teaching, pedagogical reflection or reflective teaching is looking for models in one's thinking about classroom practice and asking the reasons behind the success or failure of one's lessons. In addition, it is a kind of "self-dialogue that not only allows practitioners to question, evaluate, and question their teachings, knowledge, and practices, but also leads to their transformation or reconstruction" (Cirocki & Widodo, 2019, p.17).

Therefore, the most important step is to get teachers to reflect first. In addition, future teachers who are taking the first steps in teaching and who will be teachers of the future must be revealed for reflection. Therefore, the pre-service ought to be aware of the improvement of child-pleasant pedagogy. The pedagogy might now no longer get up itself and the pre-service might now no longer be capable of obtaining teaching information to attain children-pleasant pedagogy without reflection (Mergler & Spooner-Lane, 2012; Nilsson & Karlsson 2019). Richards (2013) defines reflection as a mechanism in which an experience is remembered, considered, and assessed, usually about a broader aim. It helps teachers to develop and improve themselves as a core of professional development.

To do reflective teaching, different reflective tools have been proposed by many researchers (Murphy, 2001) such as peer observation, video or audio recording, diary-keeping, journal writing, and so on. Chi, Yeh, and Wu (2014) in their study which aims to investigate the effect of well-being, social support, and principal leadership on teaching effectiveness, the mediating impact of well-being

between social support and teaching effectiveness, and the moderating effect of principal leadership between social support and teaching effectiveness, found that (1) social support will positively and significantly affect teaching effectiveness, (2) social support will positively and significantly affect well being, (3) well being will positively and significantly affect teaching effectiveness, (4) principal leadership will positively and significantly affect teaching effectiveness, (5) well being has the mediating effect between social support and teaching effectiveness, and (6) principal leadership has no moderating effect between social support and teaching effectiveness.

Of the four kinds of reflection referred to by Ghaye (2011) that constitute reflective teaching, teachers' reflection on their language learning experience indicates that they are involved in "Reflection on practice". In other words, teachers look back on events that happened beforehand, identifying significant experiences from which they learn for their current and future teaching contexts.

Those engaging in reflective teaching are regarded as expert teachers who proactively seek to change their self-images and teaching practices (Tsui, 2011). Also, Wright (2010) observes that practices of reflection and the notion of teachers learning to become reflective practitioners have become established components of second-language teacher education and part of teachers' lifelong professional development.

In a more recent study, Maaranen and Stenberg (2017) explored the nature of the student teachers' section on their practical theory. The findings show that students' teachers generally focus on more concrete factors such as environment and behavior.

Critical reflection is reflecting not only on the learning process but also on the impact of the learning on students and the teacher itself. The reflective writing activity has benefited both students and the teacher itself. Loughran (2002) suggested that reflection brings the teachers to understand their context-specific pedagogy (or contextual knowledge) and the ability to decide on appropriately applying knowledge in their practice. Furthermore, teachers through reflection can develop new premises of practice that will foster new and improved instruction. Students develop their skills, especially in writing and reviewing their understanding of the lesson. Reflective writing also motivates students to improve their learning.

The teaching practicum is a psychologically demanding period of professional preparation since preservice teachers must juggle demands from the student, mentor, school administrator, and university supervisor in a compressed time frame all in what is typically a new environment (Cakmak & Gunduz, 2018) By encouraging students to write their journals or diaries, students can understand their problems during the lessons, pay attention to the lessons, and increase their memories about the subject and the teacher does not have to ask her students one by one. Referring to those benefits mentioned, the teacher continues the activity until now.



From the point of view of EFL preservice teachers' perceptions of reflective teaching, journals can have a positive impact on them. Of the two themes mentioned, the first theme is the perception of experience in teaching, this can give them awareness in terms of the perspective of teaching that has been done so that what they write can increase the ability and development of ideas in writing. From this teaching experience, participants can feel the direct impact of writing a reflective teaching journal. Melville, Passmore and Bowen, (2011) supported the idea that reflection provides to build EFL preservice teachers' who were better able to absorb course content and link this to their personal experience as well as their teaching practice.

The results also show how reflection on observing the practice of others can contribute to the professional development of student teachers. Furthermore, reflection is considered important in adult education (Stevens, Gerber, Hendra, 2010). They regard reflection as a useful tool that helps them through their teaching experiences. On one hand, it is far required for the pre-service teacher to reflect on their teaching. As Zein (2017) argues that the bigger emphasis on interest in teaching younger newbies became the younger language learner in preference to the language itself.

### 2.1.3 Reflective Teaching

Reflective teaching is deeply rooted in the concept of reflection itself. It is, thus, essential to first define what reflection entails. However, as Thompson and Pascal (2012) contend, the missing link in Schon's conceptualization of reflection is the fact that, in defining the concept, he does not take into account the crucial element of forethought or the need for planning and thinking, or what Thompson and Pascal (2012) refer to as reflection for action, which implies that there is a need for change and flexibility of action if something unexpected arises in a given situation that should be pondered upon beforehand (Benner, Hooper-Kyriakidis, & Stannard, 1999).

The findings revealed that reflective journals allow teachers to grasp ideas on how to succeed in teaching. Rogers (2001) also found that that reflective practices lead to the birth of transformative learning. In the work of Rogers (2001), teachers' reflexivity allowed them to recognize their teaching weaknesses and thus use them as a way to improve their teaching. For example, teachers in many educational contexts find this practice alien because they have not been guided or instructed in how to deal with reflective writing. To guide them in the reflection process, a researcher told them that they could ask themselves a few questions after each lesson, investigate their answers and write them down. They are asked to take the time and write as much as they can to reflect on their teaching philosophy, what went well during the lesson and why, what problems they encountered, why they encountered them, and how they were able to overcome them. Tillman (2003, p. 229) also found that 'dialogic journaling and

personalistic reflection' enable novice teachers to be aware of challenges faced during their teaching.

Reflective teaching is critically examining teaching practice, coming up with ideas for promoting the teaching practice, and putting the idea into practice (Akbari, 2007). As Farrell (2015) puts it, through reflection, teachers subject their instructional practices and teaching activities to critical inquiry and examination to make logical decisions about their practices; a set of activities which are expected to improve the quality of teaching.

Moradkhani and Shirazizadeh (2017) also find that teachers' involvement in reflection or lack thereof arises from several factors, including their reflective knowledge base, the demands of the institution in which they teach, and their attitude towards learning/teaching, collegial support, and availability of the resource. It is important to know contents of their reflective journals as it gives insights into whether these student teachers actually take benefit of journal writing to record their teaching experience. Prior to investigating pre-service teacher's perception of journal writing, we will firstly review findings of previous research on essences of journaling toward teaching improvement.

As Brooke (2012) underscores through the development of reflective practice, teacher preservice can establish relationships between attributes that describe quality teaching to form increasingly complex mental schemes. For Chant, Hefner, and Bennett (2004), on the other hand, reflection is a difficult process, since it requires critical thinking, self-direction, and problem-solving coupled with personal knowledge and self-awareness. They believe that to help pre-service teachers develop into practitioners, reflection is a skill that must be

possessed and delivered from the beginning of the teaching-learning process so that teachers and students can get the idea and develop themselves as a practitioner.

Reflective teaching is a chief means of developing professional growth and expertise in teaching. Reflective teaching helps in bridging the gap between teachers' beliefs and actual practices. Black and Plowright (2010), reflection is defined as the process of engaging with professional learning or practice that provides an opportunity to critically analyze and evaluate that learning or practice. Reflective teaching is an important component of the initial training program for teacher candidates.

Arslan (2019) expanded the reflection studies as a longitudinal case study and observed how the pre-service teachers' reflection progressed from outer factors such as environment, and behavior to more inner concerns such as mission, and being teachers. Therefore, reflection could open windows for pre-service teachers' reconstruction of the teaching profession as a mission.

Reflective teaching is a key means of developing professional growth and expertise in teaching. Osterman (1990) comments that professional growth depends not only on the development of new ideas but also on modifying old ideas that have shaped behavior through reflection. Essentially, reflective teaching paves the way to expertise in teaching regardless of the teacher's years of experience. In reality, reflection needs to be considered not only in pre-service teacher programs but also in in-service teacher professional development programs to increase understanding of teaching as an ongoing development process.

Reflective portfolios and journals are indispensable tools that are at the core of any reflective teaching experience. Farrell (2004) comments that one way to uncover the gap between teacher beliefs and actual classroom practice is to encourage teachers to engage in reflective practice. Technology can also be leveraged to develop reflective practice through the use of e-portfolios or online practice communities where teachers can share their ideas on online discussion boards. Reflective teaching helps bridge the gap between teachers' beliefs and actual practice.

Reflective teaching is a driver for professional growth. In some lines, it is suggested that thanks to reflective practice, learners can apply knowledge outside the context of training by establishing a relationship between theoretical and practical knowledge (Stevens, Deborah, & Fleming, 2020). With reflective teaching, teachers can become experts in teaching not through years of routine teaching experience but through expertise. Reflection skills are not acquired through experience, no matter how long, but through learning how to consider the act of teaching critically and wisely and what motivates them to consider alternative routes and their consequences.

Reflective teaching is an important component of the initial training program for teacher candidates. According to Jacobs, Vakalisa, and Gawe (2011), reflective teaching gives teachers the opportunity to renew their practice and understand the effects of their teaching. Therefore, reflection should be considered in designing the EFL syllabus.

Reflection criteria also need to be part of the student's teacher evaluation. Akbari (2007), reflective teaching will cause teachers to challenge the cliches they learned during their formative years while also allowing them to establish better informed practices. Practically, reflective training should be a condition for teaching pre-service teacher training before the teaching training itself. Many academics also widely recognize it as a method that can enhance teachers' professional growth while improving the quality of teaching and learning.

#### **2.1.4 Reflective Journal**

Reflection is considered one of the key elements in developing quality thinking teachers who reflect on their teaching philosophy and focus on their pedagogical reasoning skills (Aizan, et al., 2014; Rieger, Radcliffe & Doepker, 2013; Rosnidar & Syakirah, 2015; Wong, Zhu Zhang, 2014;). Since increasing the proportion of classroom practice and identifying teacher competencies that enhance critical reflection in classroom practice are some of the steps in the dissemination of reflective thinking and teaching (Egmir, 2019), most studies were designed as action research, with participant thinking primarily about In their practice, Salajan and Duffield (2019) examine trainee teachers' reflections on the behavior of others. The results also show how reflection on observing the practice of others can contribute to the professional development of student teachers.

In addition, reflective journaling is found to give advantages both to EFL pre-service teachers and to students alike. Moreover, Kim (2013) clearly states that the main purpose of reflective journaling is to enable students to take responsibility for their learning.

EFL preservice teachers are aware of their learning styles through reflecting on their learning, and teachers alike can explore their teaching through reflective journals. This finding is also relevant to that of Myers (2001), who also found that reflective journals help students teacher become aware of their learning style.

This shows that a reflective journal is a type of writing that records a person's practice to learn from past experiences. Casanave (2013) considers a journal reflective if it involves the author's feelings, emotions, interest, or curiosity; (2) connecting the writer with something (with another aspect of self, with another idea, with other people, with experiences and subject matter); and (3) help a writer develop the awareness needed to understand themselves, experience, idea, or event in a broader way.

Another benefit of journal writing is identified by Richards and Ho (1998) who claim that it allows teachers to generate a question about their teaching process, develop an awareness of the salient instructional issue, and provide an ongoing record of classroom activities and events (Richards & Ho, 1998; Richards & Lockhart, 1994).

Therefore, from the point of view of some researchers, reflective journals provide a useful tool for generating data relating to the determination of the strengths and weaknesses of teachers (including student teachers). In a more recent study, Maaranen and Stenberg (2017) explored the nature of preservice teachers' reflections on their practical theories. The finding showed that preservice teachers' reflections generally focused on more concrete factors such as environment and behavior.

Moreover, they reflected the least on competence. It is important to examine the voices of the student-teacher candidate, who appear to have had teaching experience, regarding their perceptions of writing reflective journals in their practicum classes. Farrell (2011), for instance, explored how English as a second language teacher was involved in reflective practice through classroom observation, that is the participation of the teacher's class was observed by a facilitator. It is important to know the content of their reflective journal as it provides insight into whether these preservice teachers use journal writing to record their teaching experiences. Consequently, a substantial body of research has focused on how teachers were involved in reflection during their training courses as well as in the initial stages of their language teaching careers.

Reflexivity does have to do with the inner awareness of one practice. It is the act of seeing and reflecting on one's practice (Thompson & Pascal, 2012). This can be done through written protocols in addition to other tools used in reflective practice. This finding is also relevant to the finding of Myers (2001), who also found that reflective journaling helps preservice teachers become aware of their learning styles. Myers reports journal writing helps preservice teachers improve



their writing skills. Myers premise is that a journal can be an alternative way for preservice teachers' to discover their awareness of writing.

A review of the current research shows that portfolio development to become a favorite tool used in preservice teacher education (Roe, Smith, & Ross, 2010). The portfolio encourages novice teachers to gather in one place to significantly represent their professional development. According to Mohamed (2011), effective reflection skills are acquired gradually through maintaining a teaching journal, recording lessons, obtaining feedback through peer observation, and obtaining feedback from students' journals which act as part of the reflection forum.

El-Okda (2008) states that reflection is a special type of thinking related to professional practice in which the practitioner tries to eliminate his routine and uncover the underlying tacit beliefs. Therefore, a reflective teacher seeks not to routinely teach by considering alternative routes and their consequences to uncover the tacit beliefs underlying habitual actions.

Journal writing is one of the important guidelines for pre-service teachers who carry out activities in perfecting the results of ideas, emotions and feelings and also one of the tools that can assist them in assessing the results of feedback activities that are poured into their writing reflections. Knapp (2012) used reflective journal writing to examine the educational experiences of her students and in turn, learned more about theories and ideas presented in her college course. So that what they have not found their shortcomings, they can look back on the content rather than writing on the activities that have been done based on experience.

The latter contributes to critical thinking skills by modelling how reflective journals are assessed more dynamically using given rubrics. Knapp (2012) suggested that teacher educators could guide students to reflect more purposefully and utilize journals more effectively rather than relying on the students to perform this task alone. The context of reflective journal writing entails acknowledging creative possibilities and actual performance. Thus, the purpose of writing reflective journals is to improve performance-based self-efficacy, flexibility, attitudes, and situational skills. Empirical research also supports this claim by showing that reflective practice can be used as a conceptual tool for pre-service and in-service teacher professional development (Pedro, 2005).

## **2.2 Previous Study**

EFL pre-service teachers seek help for their professional learning starting from their first year in the program (Toom et al., 2017), which brings forward the crucial function to be served by teacher educators and the other parties featuring in pre-service teacher education. A set of actions can be taken to promote pre-service teachers' professional learning. For instance, it could be stimulated through peer-assisted learning (Bone et al., 2019).

Reflective journals have proven to be a useful tool for encouraging critical thinking in the health sector. The field of language/EFL, reflective journal writers emphasize the nature of reflective writing as a medium for developing writing abilities and cultivating desired educational knowledge. This justification is based on their ability to think in a way that allows them to continue learning throughout their lives (Ahmed, 2019). Furthermore, self-criticism about the likelihood of

expressing ideas and the extent to which key principles are represented clearly in written work is a major emphasis of reflections.

A cognition phenomenon known as reflection involves individuals thinking about events by critically reflecting on things. Reflection encompasses emotional reactions to apparent issues and contradictions and a readiness to question one's views, ideals, and presumptions. This will enable them to develop more effective performance indicators (Shandomo & Hibajene, 2010). For instance, instructors might be encouraged to go over different teaching journals to find reflective statements in them or given reflective chores to do to understand how to create a learning journal.

In global contexts, reflective journal writing is a process of expressing critical and reflective ideas. On the one hand, there is currently a scarcity of specific literature on critical reflection for scholarly journal writing. Journal writing, as a reflexive practice, has the potential to shape emotion, intuition, and empathy (Corbett, 2014). In other cases, reflective journal writers focus on personal and professional development, to maximize self-aptitude and potential in future professions.

Reflecting is both an attempt that makes sense of the experiences and a potential that can end in personal transformation for the individuals involved (Van Velzen, 2017). Complex introspective and metacognitive processes of reflective practices are connected to critical thinking and self-assessment.

Reflective journaling helps in enhancing critical thinking abilities not only in teaching aspects but also in lesson planning, checking the challenges they have faced during the teaching process. For example, a survey of eight pre-service teachers in a study conducted by Dumlao and Pinatacan (2019) revealed that their teaching knowledge in EFL context resulted in them adapting and changing their teaching approaches due to which they struggled on how to teach their students. Also, journal writing for the reflective practice helped pre-service teachers to rebuild their professional identity in their community of teaching practice. It helped develop their autonomy, self-efficacy, competence, and confidence in teaching which leads to better job performance. Marsh (2014) referred to this writing practice as "the power and emotional investment" a motivating factor for student writers to develop a reflective writing tone, human voice, and emotional risks of vulnerability that may shake them in difficult times. Additionally, pre-service instructors could reconstruct their professional identities in their network of effective teaching due to reflective journals for critical reflection. This experiential learning is increasingly becoming important for improving writing skills in the intellectual society of the twenty-first century.

Similarly, Zulfikar and Mujiburrahman (2018) say teaching journal facilitates teachers to make some reflections on their teaching and then generate feedback for the improvement of their classroom practices. Problem-solving abilities, proactive decision-making, and corrective action, as well as extending self-awareness and strengthening writing skills, are all challenges for therapeutic learning in reflective journal writing (Murillo-Llorente et al., 2021). Instructors of foreign languages can benefit from using the reflective journal as a technique for

critical reflection to comprehend their subject matter and address problems in their instruction. In other words, reflective research stimulates and encourages instructors' consciousness, critical thinking, and self-evaluation.

The fact that reflective teaching encourages thoughtful reflection and conversation amongst colleagues (instruction staff) about instruction and learning would undoubtedly lead to the necessary adjustment in curriculums. Additionally, it grants instructors flexibility and discretion (Ghorbani et al., 2020). This is particularly true for foreign language teachers. These critical tendencies can help us comprehend what is taking place in our lessons and lead to improvements in strategy, evaluation, and teaching in foreign language scenarios Donyaie and Afshar (2019). Reflection is a complicated job. Due to time restrictions, even starting the activity may be challenging. When we are instructing or reflecting, it can be daunting and difficult to consider all the potential factors that could influence learning and instruction.

Reflective teaching is a method since it is nearly difficult for one person to digest all the facts. Replenishing information through exposure entails going a bit one thing for sure, embracing it with an inquisitive behavior and a fervent perspective, and embracing dedicated accountability. Goker (2016) says reflective or teaching journal is considered as one of the most common tools utilized by educators or reflective practitioners in doing reflection because of its practical utilization in providing useful evaluation.

The process of documenting personal observations, thoughts, and questions on assigned or personal topics in the classroom is known as journal writing. Reflective writing allows pre-service teachers to relate with their

instructors without the pressure of grading (Park, 2003). The fervent perspective will enable professionals to assess themselves, their jobs, and frameworks and will also assist them in overcoming anxiety and confusion, culpability will result in extensive consideration and a tendency to assertively investigate the facts in order to resolve the issues experienced repeatedly and easy accessibility will establish a passion for paying attention to all aspects of a problem, as well as an intention to seek out or develop substitute prospects.

Journal writing is a reflection tool that supports communication courses. The term reflective practice has been widely used among educators. Kouriesos (2016) stated that this reflection helped them to more clearly distinguish between their current pedagogical practices and the theoretical framework that they were learning about in their coursework. Learner entries can help teachers better understand the needs and interests of students, thereby ensuring that their courses are better targeted at the group of learners who work with them at a given time.

Even if most agree on the importance of reflection for teacher development, there is not much consensus as to which practice specifically enhances such a process (Farrell, 2007, 2012). Schön (1983) draws on the work of Dewey (1933) to explore how teacher knowledge and teacher reflection on actions and inactions provide the basis for professional research. The concept of reflective practice involved here requires reflective writing. Under the umbrella of reflective writing (Farrell, 2012), the use of journals in teacher development and education curriculum is still widely used in many different forms.

Research on reflective writing (Burton, Quirke, Reichmann, & Peyton, 2009) not only investigated the form of reflective writing but also the possible

development and the result of the reflective writing process. In other words, reflective teaching not only focuses on teachers' practice in the classroom but also on teaching as a social practice embedded in the social environment.

The learning process is carried out in a classroom environment. In this environment, they need to develop understanding and skills, the ability to make choices and decisions, and the ability to establish a connection with their learning partner. Such a process involves not only the application of knowledge but also the development of the idea that teachers can bring to the future situation (Reynolds, 2011).

In addition, the research results show that teachers who adopt reflective practices use more innovative learning strategies (Messmann & Mulder, 2015), increase their self-awareness (Farrell, 2013), and tend to be more professional. (Korkko, Kyro-Ammala, & Turunen, 2016). Reflective teaching allows language teachers to ask questions about the cliches and conventions of language teaching, promote smarter practice (Crandall, 2000) and deepen their understanding of teaching (Farrell, 2007).

In other words, if there is no reflective practice, teachers will often imitate "ineffective teaching strategies" (Braun & Crumpler, 2004). On the other hand, reflective thinking enables language learners to understand themselves (Fendler, 2003), think, and solve educational problems (Phan, 2009). Therefore, it is important to equip teachers/learners with multiple strategies to help them reflect on their learning/teaching practices. These findings indicate that teaching experience and degree play an important role in reflective teaching. In other

words, we can say that as teachers increase in teaching years, as their academic qualifications increase, their perception of reflective practice will also increase.

The results of Marzban and Ashraafi (2016) confirmed these findings. They found that graduate degrees and citizenship significantly affected the reflective practice of EFL teachers. One possible reason is that thinking ability naturally increases as teachers face and accumulate various teaching experiences. Pedro (2005) researched pre-service teachers. He found that pre-service teachers have a general understanding of reflective reference and learning through courses and experience in various related backgrounds.

Similarly, in the context of preservice teacher education, Lee (2007) explored how to use journal dialogue and response to guide pre-service language teachers through his research. He found that using two different types of journals is effective in maintaining effective reflective thinking. He also claimed that journal writing can promote the relationship between teacher educators and future teachers. In addition, the conclusion is that by reading and rereading their journals, teachers, and students can track the development of their teachers, including changes in their grades and development.

One significant teacher component that influences classroom decisions and in turn teaching practices is teacher reflective practice (Poulou et al., 2019). It is presumed that teachers need to critically reflect on their teaching practice, the teaching outcomes, experiences, and background to satisfy all their learners' needs and also to train their learners to become autonomous individuals.

This reflective practice would empower teachers to approve, advocate, and strengthen the prior teaching experience or reject, rethink, and alter it so that they



enhance their self-perceptions (Poulou et al., 2019). According to Wright (2010), writing reflective journals is “a fairly radical innovation”. Also, journals have formed the most visible mode of realization of reflection and have prompted discussion of perceived difficulties of this trend. For example, teachers in many educational contexts find this practice alien because they have not been guided or instructed in how to deal with reflective writing.

This contradicts Lee’s (2007) findings that suggest engaging in journal writing helps to promote reflective thinking, thus describing it as a useful experience for pre-service EFL teachers. Similarly, Abednia et al. (2013) found that EFL in-service teachers thought that journal writing contributed to their self-awareness, understanding of issues related to ELT, reasoning skills, and dialog with the teacher educator. Many researchers have implemented different studies to examine the effectiveness of different types of reflective teaching tools and techniques.

Reflection is a threefold process comprising direct experience, analysis of our belief, value, or knowledge about that experience, and consideration of the option which should lead to action as a result of the analysis. Fatemipour (2013) in his study investigated the effectiveness of different types of reflective teaching tools utilizing a researcher made questionnaire related to the teachers’ perspectives. Then doing the reflective technique in the journal will help the prospective teacher find problem points so that they can find the solution to the problem from what they see through observation in the field.

A review of current research indicates that portfolio development to become a favorite tool used in preservice teachers’ education (Roe, Smith, &

Ross, 2010). Portfolios encourage beginning teachers to gather in one place significant artifacts representing their professional development. Mohamed (2011), stated that reflective skills are acquired gradually through maintaining a teaching journal, recording lessons, obtaining feedback through peer observation, and obtaining feedback from the student's journal which acts as a reflection forum.

