



A Case of Group-Reflection Training: Iranian In-Service EFL Teachers' Belief and Performance Development

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Abstract

This study examines the effect of implementing group-reflection training on Iranian in-service EFL teachers' beliefs and performance development. From all available participants teaching at the International College of Tehran University of Medical Sciences in Tehran, 20 in-service EFL teachers participated in this study. All participants held a master's degree in TEFL. Teacher's belief questionnaire, observation checklist, and Skype app were used as the instruments to collect data in this study. Before the training phase, the pre-test (observation checklist) was administered, and teachers' previous teaching performance was evaluated and recorded by an expert supervisor (one of the researchers). Also, the teacher's belief questionnaire was used by all the participants in this study to evaluate teachers' assumptions about the efficacy of their teaching practice. The researchers utilized Skype App to instruct the participants in an online setting. During the training phase, participants were exposed to the group-reflection practice. The instruction was done in 16 sessions twice a week for two months. After the training phase, the post-test (observation checklist) was administered, and teachers' teaching performance was evaluated and re-recorded. The teacher's belief questionnaire was also utilized as the post-test. The data analysis indicated that implementing the principles of group-reflective instruction had a statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching efficacy and teaching performance development. The findings of the present study have some implications that can assist English language educators, EFL learners, students, language curriculum program policymakers, and syllabus designers.

Keywords: Reflective Practice, Group-Reflection, In-Service EFL Teachers, Teachers' Belief, Teachers' Performance Development

INTRODUCTION

Language education research has witnessed an increasing awareness and understanding of teacher education and pedagogical theories of second language teaching over the past two or three decades (G. Crookes, 2009; Nuske, 2015). However, such passion for the educational side of teacher preparation and

development programs is somewhat new (Abednia, 2012; G. V. Crookes, 2013; Lake, 2016). For many years, the established L2 teacher education considered a process-product model of teaching whose main objective was "to understand how teachers' actions led -or did not lead- to student learning" (Freeman, 2002, p. 2).

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Such a perspective on teacher education, rooted in behavioral and positivist views (Akbari & Dadvand, 2011; Blackwell, Futrell, & Imig, 2003; Johnson, 2006), viewed mastering teaching as grasping the specified content to teach (Cochran-Smith et al., 2009; McInerney, 2007) in company with the proper techniques. Teachers' agency and their previous beliefs were disregarded, for they were considered channels to the learners (Johnson, 2006). Teachers were only anticipated to apply the experts' theories that they had been instructed in courses of teacher preparation previously (Khatib & Miri, 2016; Kubanyiova, 2012; Kumaravadivelu, 2003).

The prevailing transmission paradigm in teacher education commenced declining as the expanding awareness of the complicated nature of educators' learning gave rise to the advent of constructivist perspectives on teacher development process (G. Crookes, 2009; G. V. Crookes, 2013; Hawkins & Norton, 2009; Kubanyiova & Feryok, 2015). Concerning the recent clarifications on the teacher education process, teachers are regarded as "active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg, 2003, p. 81).

Teacher development is perceived as key to improving students' learning (Johnson & Golombek, 2011); accordingly, it should be a crucial part of educators' lives (Smith, 1971). Various modifications in English curricula, particularly in EFL settings, have converted teacher education programs into required courses for teachers to modify their instruction based on the latest curriculum (Jacobs, Vakalisa, & Gawe, 2011). Since extensive research has firmly declared that teacher learning and enhancement play a positive role in educational outputs (Johnson & Golombek, 2011; Tedick, 2013), it appears essential that instructors' learning be upgraded via teacher education programs.

There is a growing consensus that educators need to work as reflective teachers, and the reflectivity in teaching ought to be mastered in teacher education programs

(Beauchamp, 2015; Farrell, 2016; Graham & Phelps, 2003). Likewise, reflective teaching is an essential constituent in student teachers' training programs. Jacobs et al. (2011) maintain that reflective teaching presents teachers with the alternative to reestablish their practice and understand the outcomes of their teaching. Akbari (2007) implies that reflective teaching will provoke teachers to challenge clichés they have learned during their formative years and stimulate them to devise more informed practices.

The reflection aims to extend professional knowledge development, understanding, and the practice containing a more profound form of learning that is transformational, empowering, enlightening, and ultimately emancipatory in nature (Black & Plowright, 2010). When a teacher is actively and deliberately involved in reflection and analysis concerning those events, it may lead to formulating new strategies for altering behavior in the classroom (Reagan, Case, & Brubacher, 2000). Reflective learning is regarded as a process leading to reflection on every knowledge source that can be conducive to apprehending a condition, which includes personal sources and experience. Nevertheless, reflective activities focusing on education aid enormously in boosting the influence of teaching (McKenna, Yalvac, & Light, 2009).

Reflection on teaching practice is considered a critical process in the teacher education realm, which encourages teachers and learners to master diverse competence, namely decision-making, metacognition, and logical thinking skills (Goodley, 2018). Reflective practitioners invigorate the classroom context by making it attractive, challenging, and inspiring for learners. Moreover, it is a precious approach in advanced teaching in which educators utilize their understanding and experience to assess their own teaching advancement. Teachers monitor themselves, question their beliefs and performance in teaching, and admit others' criticism open-heartedly, making teachers self-evaluators of their own teaching practices (Denton, 2011).

Educators' beliefs, practices, and perspectives are of paramount importance to under-

standing and enhancing educational processes. They are well-connected to educators' strategies for managing everyday challenges in their academic life and general welfare. They mold the learners' learning setting and impact the students' motivation and accomplishment.

According to Kagan (1992), teacher beliefs are unspoken, basically unconsciously maintained assumptions about pupils, classroom context, and the educational material to be instructed. Such beliefs begin to form when teachers themselves are students in school as they start to construct visions of good teaching and the right teachers and then evolve over a teacher's profession. What instructors say and do in their classroom setting is ruled by what they believe, and instructional judgments and decisions are taken through teachers' theories and beliefs that function as a filter (Shavelson & Stern, 1981).

The usefulness of educators engaged in reflective practice has been widely acknowledged in both education in general and English language teaching (ELT) in particular. By looking back on their beliefs and educational practices, language teachers can be better informed about the issues occurring in the classroom and boost their confidence in their professional practices. Furthermore, reflective practice supplies an incentive for language teachers who are deeply involved in routinization (Farrell, 2018).

Reflective teaching practices are considered a recurrent theme in fields such as teacher education and teachers' professional development. Contemporary developments in methodologies in the field of teacher development presuppose that educators are no longer passive imitators; instead, there is an active collaboration between teacher educators and teachers. (Aghaalikhani & Maftoon, 2018). Teachers can work as investigators in their classrooms; that is to say, they decide on which facets of the classroom they desire to learn better about. Even though well-known studies have been conducted on foreign language education in the past few years (Díaz, 2016; Larsen-Freeman & Anderson, 2013), they are not vastly acclaimed or consulted to present current edu-

cators' working status and adequacy in myriad settings.

Learning has been shown to be enhanced whenever teachers feel inspired to take responsibility for their own learning through asking themselves personal questions and reflecting on their educational practices (Beck & Kosnik, 2002; Darling-Hammond, 2006). Educators are anticipated to extend their awareness; thus, one of their primary missions is to develop attitudes, skills, and strategies required in teaching and direct their own professional growth (Malmberg, Hagger, Burn, Mutton, & Colls, 2010). At the same time, they require guidance and support from teacher educators to aid them in reflecting and contemplating their teaching (Eisner, 2008).

Bjerlöv and Docherty (2006, p. 42) define group reflection as a collective reflection taking place via repetitive processes of differentiation (where individuals are jointly engaged in keeping their distance from personal subjectivity), decentration (where the recognition of various experiences empowers the community to understand a large number of feasible standpoints) and perceptual reformulations (where viewpoints are altered). Moreover, Keevers and Treleaven (2011, p. 29) represent processes of group reflection as the prospective, anticipatory, and collective reflection for organizing, reconstructing, and reshaping individuals' past experiences through the practice of "stop and think" done by a group of individuals.

Sharing beliefs within the critical exchange in reflective collaborative activities in various contexts positions one to decide what appears promising. Teachers jointly build their understanding of innovations by collaborating informally and learning from each other while reflecting on their experiences. In addition, it has been asserted that educators perceive and exploit a variety of individual and professional experiences as well as other explicit knowledge to illustrate their professional performance (Hatton & Smith, 1995).

When teachers are informed of the advantages of systematic reflection and questioning, they are also qualified to resume growing as professionals and being active agents to

make changes in the classroom and the more extensive educational context. This attitude towards constructing better teaching conditions is significantly facilitated when language teachers are engaged in group-reflection practice (Calderhead & Gates, 1993). The significance of having educators connect, talk about their own incidents in the classroom, and develop professionally together plays a vital role in group reflection. Instead of concentrating on individual teachers practicing reflection separately in their classrooms, the collaborative and group-based reflective practice highlights the collaboration between teachers (Odhiambo, 2010).

In the process of group-reflection practice, group members encounter collaborative dialogue to carefully analyze their existing teaching practice and the beliefs that underlie their instructional strategy preferences (Price & Valli, 2005). Teachers are involved in more profound reflection on matters beyond the classroom walls via communicative actions or the public sphere. Moreover, it permits the class to reflect on and examine social and political matters impacting their academic setting (Odhiambo, 2010; Price & Valli, 2005).

Based on Schon (1984), a student teacher frequently reacts to a more confusing situation via 'thinking back' on what or who 'the knowing-in-action may have contributed to' (p. 26). Therefore, reflection in action is an extended abstraction of the practitioner's complex, positioned, and embodied skill and an object that can be reflected on (Erlandson & Beach, 2008, p. 415).

In addition to reflection *in* action and deliberate reflection *on* instruction after a class, student teachers should be encouraged to reflect *for* action. In other words, imagining and converting reflections on experiences into probable actions in classrooms (Dillon, 2011; Korthagen, Loughran, & Russell, 2006), based on Thompson and Pascal (2012), have usually been neglected. Beauchamp (2015) asserts it is an essential element of teacher education and a prerequisite for modified teaching.

Zheng (2009) states that teachers' beliefs are central to comprehending teachers' thinking processes, pedagogy methods, and mastery of teaching. Teacher belief is an essential issue

in teacher education devised to assist teachers in expanding their thought and principles. Xu (2012) pointed out that beliefs have an indispensable position in language teaching. They help people understand the world and influence the way new information is perceived and whether or not it is accepted.

There is a straightforward relationship between positive emotions and belief development through empowering teachers' sense of direction and assisting them with developing their performances and beliefs. In contrast, negative beliefs are associated with growth in more complicated ways. That is to say, negative emotions usually imply a demand to revisit either language educators' prior beliefs or conceptualizations of circumstances (Golombek & Doran, 2014; Ruohotie-Lyhty, Korppi, Moate, & Nyman, 2018).

Whether a belief is held intentionally or unintentionally, it is widely considered authentic and guides thinking and behavior (Borg, 2001). Beliefs are said to be formed in the early stages of life through individuals' education and experiences (Johnson, 1994). Beliefs on educating and learning are shaped as students conclude education. There exist five principal classifications of teachers' beliefs - beliefs about students and their learning, teaching, curriculum, learning how to teach, and about the self and the teaching nature. The five mentioned classes are well connected (Calderhead, 1996). Beliefs coexist, clash, and illustrate the sophistication of belief systems (Breen, Hird, Milton, Oliver, & Thwaite, 2001).

Nowadays, there seems to be no place for reflective practice in Iranian EFL teacher education training and programs, or at least the role of reflective teaching and practice is minimal and stands on the margin of educational programs (Abednia, Hovassapian, Teimournezhad, & Ghanbari, 2013). In addition, Iranian EFL teachers have no clear idea about the applications and values of reflection in their works. This problem is more evident for implementing the collaborative reflective practice among in-service EFL teachers because they think their territory and confidentiality are at risk of danger by doing such a practice (Akbari, 2008).

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

Based on the problems mentioned above, this study investigates the effect of implementing group-reflection training on Iranian in-service EFL teachers' beliefs and performance development. Therefore, the research questions of the current study are formulated as follows:

Q1. Does implementing the principles of group-reflective instruction have any statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy?

Q2. Does implementing the principles of group-reflective instruction have any statistically significant effect on Iranian in-service EFL teachers' teaching performance?

METHODOLOGY

Participants

The target population of this study was all Iranian EFL teachers. A convenience sampling methodology was used in this study. From all available participants teaching at the International College of Tehran University of Medical Sciences in Tehran, 20 in-service EFL teachers were selected randomly for this study. All the participants were MA holders in TEFL. They were assured about their data confidentiality and participated voluntarily in this study.

Instrumentations

The necessary data for this study were gathered by using the following instruments. The instruments of the current study were imple-

mented, piloted, and revised by the researchers concerning the requirements of answering the stated research questions.

Teacher's Belief Questionnaire.

A 29-item questionnaire with a Likert scale (1= never to 5= always) adopted from Akbari, Behzadpoor, and Dadvand (2010) was used to measure teachers' perceptions, assumptions, and feelings about receiving reflective practice in their practicum in this study. The questionnaire consists of five categories: practical, cognitive, learner, meta-cognitive, and critical. Through exploratory and confirmatory factor analyses, Akbari et al. (2010) piloted the questionnaire among 300 teachers. As a result, the validation process allowed them to modify the questionnaire items from 42 statements to 29. Regarding this questionnaire's reliability, the researchers piloted it and estimated its reliability through the Cronbach Alpha formula, which was about 0.91. To measure the content validity of the questionnaire items, some TEFL experts were asked to comment on them. Based on the comments of the panel of experts, to refine the questionnaire, the items were modified and adopted.

Observation Checklist.

A researchers-made observation checklist was used to evaluate teachers' performance, i.e., their presentation quality. In this checklist, 8 components of effective and qualitative teaching practice were considered and ordered in a four-level scale of rating (weak = 1; average = 2; good = 3; excellent = 4). These components include presentation (6 items); instruction (7 items), explaining (7 items); classroom management (4 items); hints (6 items); modeling (4 items); feedback (7 items); and questioning (6 items). This checklist was used as pre- and post-tests to evaluate teachers' performance before and after the instructional phase. To measure the content validity of the questionnaire items, some TEFL experts were approached to comment on them. Based on the comments of the panel of experts, to refine the questionnaire, the items were modified and adapted.

Group-Reflection Practice.

This practice was run based on Zimmerman and Schunk's (2001) model of self-regulated practice. The group-reflection group participants in this study were supposed to practice reflection by engaging in a circular four-step learning event, including acting, observing, reflecting, and adapting. They should participate actively in all phases mentioned above and constantly develop their teaching practice, open up to myriad possible choices, and overcome their teaching challenges. From a pedagogical lens, group-reflection practice is considered an interrelated educational collaborative practice among teachers to magnify their teaching and professional efficacy by observing each other's teaching and providing constructive feedback to reflect on their given piece of work.

Skype App.

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

Data Collection Procedure

This study was conducted at the International College of Tehran University of Medical Sciences (TUMS) in Tehran, Iran. The mentioned college had been chosen because of one of the researchers' established teaching career and the ease of access to the participants. As the sincere cooperation of teachers was needed for the results to be reliable and the study to succeed, participating in the study was optional, which could help get the results that the researchers wanted to obtain. To achieve this goal, the researchers asked the available teachers without any force and gave eager teachers a consent form on which the teachers' infor-

mation, such as name and email or phone number, were required to send them the questionnaire to fill in. They were assured about the anonymity of their elicited data. Before the training phase, the pre-test (observation checklist) was administered, and teachers' previous teaching performance was evaluated and recorded by an expert supervisor (one of the researchers). Also, the teacher's belief questionnaire was used for all of this study's participants to evaluate teachers' assumptions about the efficacy of their teaching practice. As mentioned before, the COVID-19 pandemic and lockdown forced the researchers to apply and execute the online format of the classroom for the instructional phase. The researchers utilized Skype App to instruct the participants in an online setting. During the training phase, the participants were exposed to the group-reflection practice. They were inspired to reflect on their practice and share them with their partners. Finally, the group-produced ideas were insightfully discussed in the group to make the stuffiest decisions about the classroom events. They were supposed to reflect collectively in a four-stage learning cycle, including acting their practice, observing their presentations, reflecting on their performances, and adopting new ways of teaching. The instruction was done in 16 sessions twice a week for two months. After the training phase, the post-test (observation checklist) was administered, and teachers' teaching performance was evaluated and recorded by an expert supervisor (one of the researchers).

RESULTS

Analysis of the First Research Question

The first research question of this study was as follows:

Q1. Does implementing the principles of group-reflective instruction have any statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy?

The following null hypothesis was proposed based on the first research question:

H01. Implementing the principles of group-reflective instruction does not have any statistically significant effect

on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy.

To answer this question, first, the descriptive statistics for teachers' beliefs pre-test and post-test scores are presented in the following table.

Table 1
The Descriptive Statistics for Teachers' Belief Pre-Test and Post-Test Scores

| | N | Range | Min | Max | Mean | SD | Variance |
|-----------|----|-------|-----|-----|-------|--------|----------|
| Pre-Test | 20 | 82 | 44 | 126 | 82.75 | 22.088 | 487.882 |
| Post-Test | 20 | 76 | 56 | 132 | 91.90 | 22.785 | 519.147 |

As shown in Table 1, the means of teachers' belief pre-test and post-test scores are **82.75** and **91.90**, respectively. Next, to check whether the parametric inferential test or nonparametric inferential test should be run for comparison of means, the estimation of the nor-

mality of datasets was required. Since the sample size for each dataset was less than 100 members, the researchers ran the Shapiro-Wilk Test of normality. The normality statistics for teachers' belief pre-test and post-test scores are presented in table 2 below.

Table 2
The Normality Statistics for Teachers' Belief Pre-Test and Post-Test Scores

| | Shapiro-Wilk | | |
|-----------|--------------|----|------|
| | Statistic | df | Sig. |
| Pre-Test | .966 | 20 | .659 |
| Post-Test | .957 | 20 | .477 |

As shown in Table 2, the sig values of teachers' belief pre-test and post-test scores are **0.659** and **0.477**, respectively. These sig values are more than critical value i.e., 0.05 ($0.659 > 0.05$ and $0.477 > 0.05$). It means that the scores are normally distributed. Since teachers' belief

pre-test and post-test scores are both normally distributed, the researchers were allowed to use parametric tests, i.e., Paired Sample T-Test, to present the inferential statistics. In Table 3, the inferential statistics for teachers' beliefs pre-test and post-test scores are presented

Table 3
The Inferential Statistics for Teachers' Belief Pre-Test and Post-Test Scores

| Pair 1 | Mean | SD | SEM | Paired Differences | | | | |
|-------------------|--------|-------|-------|---|--------|--------|----|-----------------|
| | | | | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | t | df | Sig. (2-tailed) |
| GRIA pre and post | -9.150 | 6.892 | 1.541 | -12.376 | -5.924 | -5.937 | 19 | .000 |

As shown in Table 3, the sig value is 0.000 and less than the critical value, i.e., 0.05 ($0.000 < 0.05$). Thus, regarding this study's aforementioned first null hypothesis, the researchers were allowed to safely reject it. It means that implementing the principles of group-reflective instruction had a statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy.

Analysis of the Second Research Question

The second research question of this study was as follows:

Q2. Does implementing the principles of group-reflective instruction have any statistically significant effect on Iranian in-service EFL teachers' teaching performance?

The following null hypothesis was proposed based on the second research question:

H02. Implementing the principles of group-reflective instruction does not have any statistically significant effect on Iranian in-service EFL teachers' teaching performance.

To answer this question, first, the descriptive statistics for teaching performance pre-test

and post-test scores are presented in the following table.

Table 4
The Descriptive Statistics for Teaching Performance Pre-Test and Post-Test Scores

| | N | Range | Min | Max | Mean | SD | Variance |
|-----------|----|-------|-----|-----|-------|--------|----------|
| Pre-Test | 20 | 86 | 57 | 143 | 86.95 | 21.107 | 445.524 |
| Post-Test | 20 | 78 | 67 | 145 | 94.90 | 20.744 | 430.305 |

As shown in Table 4, the means of teachers' beliefs pre-test and post-test scores are 86.95 and 94.90, respectively. Next, to check whether the parametric inferential test or non-parametric inferential test should be run for comparison of means, the estimation of the

normality of datasets was required. Since the sample size for each dataset was less than 100 members, the researchers ran the Shapiro-Wilk Test of normality. The normality statistics for teaching performance pre-test and post-test scores are presented in table 5 below.

Table 5
The Normality Statistics for Teaching Performance Pre-Test and Post-Test Scores

| | Shapiro-Wilk | | |
|-----------|--------------|----|------|
| | Statistic | df | Sig. |
| Pre-Test | .950 | 20 | .372 |
| Post-Test | .953 | 20 | .409 |

As shown in Table 5, the sig values of teaching performance pre-test and post-test scores are **0.372** and **0.409**, respectively. These sig values are more than critical value i.e., 0.05 ($0.372 > 0.05$ and $0.409 > 0.05$). It means that the scores are normally distributed. Since teaching performance pre-test and

post-test scores are both normally distributed, the researchers were allowed to use parametric tests, i.e., Paired Sample T-Test, to present the inferential statistics. In Table 6, the inferential statistics for teaching performance pre-test and post-test scores are presented.

Table 6
The Inferential Statistics for Teaching Performance Pre-Test and Post-Test Scores

| Pair 1 | Mean | SD | SEM | Paired Differences | | | | |
|-------------------|--------|-------|------|---|--------|--------|----|-----------------|
| | | | | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | t | df | Sig. (2-tailed) |
| GRIP pre and post | -7.950 | 3.913 | .875 | -9.781 | -6.119 | -9.086 | 19 | .000 |

As shown in Table 6, the sig value is 0.000 and less than the critical value, i.e., 0.05 ($0.000 < 0.05$). Thus, the researchers were allowed to reject this study's aforementioned second null hypothesis safely. It means that implementing the principles of group-reflective instruction had a statistically significant effect on Iranian in-service EFL teachers' teaching performance.

DISCUSSION

The analysis of the data revealed that implementing the principles of group-reflective

instruction had a statistically significant effect on Iranian in-service EFL teachers' beliefs about their teaching practice efficacy. Also, this study's results showed that implementing the principles of group-reflective instruction had a statistically significant effect on Iranian in-service EFL teachers' teaching performance.

Regarding the first finding of this study, collective reflection presents an opportunity for participants to uncover their thoughts, perceptions, and feelings, leading them to identify their inner values freely. Group

reflection can reinforce the consciousness values and reflexivity among individuals. According to Price and Valli (2005), in the process of group-reflection practice, group members are involved in dialogic collaborative interactions to closely analyze their current pedagogic efficiency and explore their strategic teaching preferences and conceptual beliefs. This community of dialogic instructional debates allows the teachers to reflect more meticulously beyond the classroom and gives them a new perspective on their teaching process. It also broadens their understanding of their educational context's social and political aspects. This idea is consistent with the point of view of Akbari (2007) on reflection potentialities. According to him, teacher trainers inspire the teacher trainees to practice the same in their actual teaching sessions through applying reflective teaching practices.

Considering the second finding of this study, when a person engages in group-reflection practice, the process of critically examining experiences and events from different perspectives lets him seek to separate his own worldview. Accordingly, group reflective practice is a process of discussing, questioning, planning, and decision-making using the expertise of team members and other professionals. The purpose is to collectively 'see' an event, experience, or person as clearly as possible without judgment, criticism, or praise. As a qualitative tool, reflective practices allow group members to trigger introspection, interpretation, and functional elaboration process; therefore, they can pave the way for improved performance. It can be tracked in belief about the group-reflection process in Odhiambo (2010). According to her, it is vital to have teachers' mutual connection, articulate their own teaching experiences in the classroom, and develop professionally together, as it has an integral role in the process of group reflection and higher teaching efficacy. Unlike self-reflective practice, the collaborative and group-based reflective practice emphasizes collaboration between teachers.

CONCLUSION

Teachers are regarded as the most prominent and determining role-players of every educational system. They are the central executive element of any pedagogical context engaged in transmitting knowledge, values, and skills. Accordingly, the teacher training system can rebuild and magnify the effectiveness and strength of any educational system. The requirement for teachers' professional and pedagogical development causes the necessity of reformation in educational practice. The reflective practice could be one recent solution for this increasing pedagogical demand worldwide.

Teacher beliefs can play an undeniable role in uncovering student teachers' development patterns. Therefore, understanding the function of teachers' beliefs in the form of individual pedagogical knowledge is an influential factor in accessing and measuring teachers' potential effectiveness in a certain educational context. Moreover, reflective teaching can assist teachers in reforming and rebuilding their pedagogical beliefs worldwide.

Yang (2009) assumes teachers themselves are not automatically and innately open to reflecting critically; instead, they need to be taught and trained to achieve this capability through well-designed training programs. It means that teacher educators should execute the necessary procedure and process to facilitate practical reflective teaching practices among pre- and in-service teachers' training programs. Teachers need to be trained on achieving and developing this capability constructively.

The reflective practice could be beneficial for developing teachers' self-awareness and critical and emotional intelligence and helping them acquire a better understanding of the teaching and learning process. It also can maximize teachers' creative thinking skills and motivate them to have a more attractive performance in their teaching. The findings of the present study have some implications that may help English language teachers, students, EFL learners, language curriculum program policymakers, and educational syllabus designers.

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