

The Effectiveness of Reflective Teaching Practices in Enhancing Teacher-Student Interactions in TEFL Contexts

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ABSTRACT

Genuine approaches to teaching practices are now deemed a valuable tool of education especially in TEFL. The purpose of this particular work was to contemplate the influence of reflection on teachers' communication with students as well as students' interest. The study used cross-sectional pretest-posttest control group design where sixty TEFL teachers were randomly assigned to either the experimental group who followed the professional development training on reflective practices or the control group, who followed traditional practice. The data collected quantitatively was got through the Classroom Assessment Scoring System (CLASS) and the Student Engagement Instrument (SEI). The findings pointed out meaningful increases in the quantity and quality of interaction in the experimental group as well as the level of student engagement with large es in place. These conclusions prove that reflective practices let teachers use different approaches, give individual feedbacks, and facilitate students' effective learning without discriminating them. It is hoped that institutional backing will help maintain reflective practice and future research should examine the longitudinal impact of reflection on educational practices.

KEYWORDS: Reflective teaching, TEFL, teacher-student interaction, student engagement, professional development

1. Introduction

In the area of English language acquisition, TEFL assumes enhanced importance due to the advancement in globalisation and the enhancement of the demand for the English language throughout the world (Sawalmeh & Dey, 2023; Altan, 2017). Teachers' student transactions are crucial, as they impact students' second language acquisition, motivation and achievement in TEFL situations (Dmitrenko et al., 2021; Yan & Horwitz, 2019). However, encouraging such interactions is still a problem especially in learning contexts where language and culture differences are known to play a significant role (Kramsch, 2014).

Research which focuses on the teacher's practices has found that reflective practice can help to increase the effectiveness of teachers by changing the quality of the interactive patterns in classroom (Toom et al., 2015; Hamel & Viau-Guay, 2019).

Reflective teaching based on Dewey's (1933) reflective thinking and Schön's (1983) reflective practitioner model makes a teacher consider the process and make informed changes to practice (Zwozdiak-Myers, 2018). This practice is rather crucial when working in TEFL environment, as teachers are to respond to the individual learning needs and observe significant changes in learning environments (Ahmadianzadeh et al., 2020; Nguyen & Dang, 2020).

Recent researches have provided insight in to the effects of reflective practices on teaching achievements and learning outcomes of students. For example, Farrell and Macapinlac synthesize that teachers who capture organisms systematically were prone to have enhanced approaches to teaching and enhanced sensitization to students. In the same study, Motallebzadeh et al. (2018) affirm that both the reflective practices promoted more efficient classroom management and improved relationships between teachers and students in EFL classes. However, to the authors' knowledge, relatively few quantitative works have been conducted to investigate how reflective teaching practices affect teacher-student interactions in TEFL contexts (Aliakbari et al., 2020; Shomoossi, 1997).

Teacher-student communication can be viewed particularly in terms of different dimensions, such as communicative exchange, feedback process, and teacher-student relationships (Maheux & Roth, 2014; Amerstorfer & Freiin von Münster-Kistner, 2021). Interactions help in the creation of a healthy learning climate; meaningful language use and foster the students' appropriate attitudes toward learning English (Joe et al., 2017). However, some factors including big class, less resources and communication barriers due to cultural Diversity may serve as obstacles in the development of the interactions in the TEFL classroom (Yang & Chen, 2016; Alharbi 2021).

The concepts of reflective teaching allow envisaging the corresponding challenges, based on the framework for a teacher's constantwork experience and professional growth (Kavanagh et al., 2022). In this way, the teachers can realize the weaknesses of their interactional patterns and improve the approaches towards the students to foster better learning and performance (Almusaed et al., 2023; Alam, 2023). For instance a teacher self-generated may analyze their habit of often leading question and answer sessions and emerge to depict more group activities that encourages participation (Lin et al., 2021; Tran, 2024). Furthermore, reflective practices are compatible with the learner-centered approach, paying much attention to the differences between learners' needs (Esfandiari et al., 2024; Weimer, 2013). In TEFL contexts therefore this approach is important due to the difference in language skills and language acquisition of the learners. This way, approaches to the development of teacher-student communication and students' language acquisition are enhanced through reflective teaching.

However, to date an empirical assessment of the effect of reflectivity has not been done in relation to teacher-student transactions in TEFL contexts (Pishghadam et al., 2019). Much of the literature base is therefore relatively small and theoretically qualitative in character, investigating the attitudes of teachers as opposed to outcome data. This gap is why the current research is important as it want statistical evidence to support the review findings that indicate that reflective practices improve

classroom interactions (Chen & Chen, 202). Several reasons make it important to understand the extent of quantitative increase in reflective teaching on teacher-student interaction. First, it can confirm the engagement of reflective practices for integrating in the teacher education and professional development. Second, it can influence the educational policy by demonstrating that reflection on an intervention can lead to positive outcomes on the effectiveness of the teaching practices needed to achieve these outcomes. Last of all, it offers empirical guidance for aiding the field of TEFL in helping language teachers optimally educate their students.

The Problem of the Study

The communication between the teacher and the students is paramount important in Teaching English as a Foreign Language (TEFL) classrooms as well as teaching and learning approaches largely depend on frequent interactions. At the same time, large groups, the differentiation of students' language proficiency levels, cultural differences and general scarcity of time for individual interaction make it a problem for many TEFL educators to encourage these interactions. Such factors diminish the interactivity which is so crucial for successful student-student and student-teacher relations, language learning. Even though there has been much discussion about how using reflective practices can enhance the quality of the teaching, little data is available to support the effects of a reflective practice on teacher-student interactions in TEFL contexts. This gap in research raises a critical issue: To what extent does the use of retaining reflective practices improve teachers' interactions with students in TEFL classrooms? Still, the absence of quantitative data allows asking whether reflection can have an adequate impact on interactional issues of TEFL educators. Therefore the purpose of this study is to analyse the impact of what is referred to as reflective teaching practice in enhancing teacher-student relationship as well as finding quantitative proof that will help enhance this practice in TEFL contexts.

Research Questions

1. How do reflective teaching practices influence the quality of teacher-student interactions in TEFL classrooms?
2. What specific aspects of teacher-student interactions are most impacted by the implementation of reflective teaching practices?
3. How do reflective teaching practices affect student engagement and participation in TEFL classrooms?

Significance of the Study

The significance of this study lies in the realisation that it might produce scientific findings of certain aspects of reflectiveness of teaching practices and teacher-student discourse in the context of TEFL classrooms. The previous literature in the area of the reflective teacher practice is either qualitative or purely anecdotal; thus, the present study addresses an essential research gap by reporting quantitative data on classroom dynamics impacted by reflection. The result of this study can be useful for TEFL teaching professionals since interaction is closely related to students' motivation, interest and acquisition of the second language. Besides, there is the acknowledgement that this study could benefit teacher education programs where

there is the likelihood of the model indicated herein being implementational and assimilated into the provision of meaningful interfaces for reflection into professional learning and development.

Terms of the Study

The current research is concerned with the self-observing practice in teaching and learning contexts and how the quality of teacher-student relationship in TEFL classrooms can be enhanced. Reflective practice in teaching means the approach in which an educator assesses the implementation of his plans and the provision of classroom management in order to make sound changes if necessary. Teacher-student communication involves speech, non-speech and written talk; evaluation and feedback; relations between the classroom actors. The duration of the study is six months, reflected in the groups' activities, such as reflective journals, peer group discussions, and video observation of the TEFL teachers' classes. Teacher effectiveness in this study is defined in terms of changes in interactions quality, as well as in students' engagement, using standardized measures and students' self-reports. Data collections are done at a number of TEFL classrooms across the different academic proficiency level to cater for variances in the impacts of the teaching modality.

Limitations of the Study

Thus, there are several concerns which could have an impact on the generalization of the study findings and limitations to this study include the following: First, the study is done over a comparatively short time span of six months and hence it may fail to show lasting beneficial impacts of incorporation of reflection into teaching practices on teacher-assigner interactions. Moreover, the participants of the study include only TEFL teachers and classrooms, thereby it cannot entirely capture all facets of teaching environment for TEFL teachers, such as cultural or regional variations. One of the limitations is the use of Reflective Proforma as was explained since teachers reflection may not always be unbiased or even accurate. Last but not least, while the quality of interaction is measured quantitatively, the nature of human interaction and teaching is best described as complex, which might restrain the quantitative approach from capturing all significant aspects of the interaction. Nevertheless, the study offers a foreground to future research in the area of reflective teaching practices in TEFL.

2. Literature review and Previous studies

Introspective practices in teaching have been described in literature as a method of enhancing both teaching-learning processes and professional growth of teachers. Its origin derives from Dewey's work where he defines critical reflection as an important aspect of teaching a class. These were later advanced by Schön (1979) who termed the concept, reflective practitioner as he content that reflection enables the practioners to learn from their actions and adapt new knowledge in the future. While in the teaching practice reflexivity assists teachers to think about their instructional processes, students' behaviors and their management of the classroom with a view of making suitable alterations that enhance learning outcomes (Brophy,

1988).

Reflective teaching is typically understood as a cyclical process involving three key stages: of regulation namely, planning, action, and reflection (Oo & Habók, 2020). During the planning stages of an instruction, the teacher devises his teaching strategy together with the requirements of his learners. This is the stage at which teachers monitor how their learners relate to the content and other instructional activities they develop. Lastly, the process of reflection wherein teachers analyze whether or not the lesson they taught is effective, as well as the identification of what positive attributes that can enhance the presentation next time (Stronge et al., 2011). In so doing, the educators enhance their knowledge on the learning needs of their learners and apply methods that fit the need of the learners (Ottenbreit-Leftwich et al., 2010). Relatively, TEFL educators cannot avoid some common problems such as the large ratio of students per teacher; students with heterogeneous skills; and the cultural dissatisfaction (Cohen & Lotan, 1997). Reflection enables the teachers to grasp these factors by relating them to contexts where changes might be made to promote operating teaching processes that engage students effectively and promote better learning. There is evidence that indicates that several reflective practices assist the teachers to be more sensitive to their students so that language learning becomes more of an active process (Richards & Lockhart, 1994). Additionally, meta-cognition in TEFL has been linked with enhanced teacher confidence, giving them the ability to enhance learner teacher practices to an ever higher level, as they are now fully ready to face and meet the challenges of the learners.

Teacher-Student Interactions in TEFL

The analysis of how teachers and students influence one another is essential to understanding language development, especially for teachers in TEFL classrooms where rather literally communication is the process and the product (Walsh, 2011). Meaningful focus in teacher-student interactions include not only input from the teacher's side in a comprehensible manner, but also affordances for students to engage in language production (Thoms, 2014; Kordt, 2018). According to Walsh (2011), discourse in the classroom should be student lead, and the teacher should be more of a moderator than an information provider. Hence, it is possible to strengthen an active student's contribution to the learning process, enhance language acquisition.

In TEFL context, interactivity plays an important role on student encouragement and foreign language learning (Gilakjani, 2012; Mercer, & Dörnyei 2020). Type 2 interactions, which includes reinforcement such as positive feedback and encouragement together with assistance from the teacher through the use of prompts fosters positive attitudes to language hence improved participation (Ramadan Elbaoui Shaddad & Jember, 2024). On the other hand, indavantageous interactions like too much talking by the teacher, or unclear directions, might interfere with students learning process and limit language use by students (Walsh 2011). Reflective practices give a space for a teacher to review interaction patterns and find out what ways he or she can improve interaction with the students to make lessons more effective and meaningful (Kalu & Ali, 2004).

The Role of Reflective Teaching in Improving Teacher-Student Interactions

Research has indicated that reflective teaching has caused changes in the nature of teacher-student communication as the teachers are forced to pay attention to the way their students respond to them in the classroom (Alam & Mohanty, 2022). Research shows that when teachers use reflection, they are more likely to change their ways of interacting with students to make a classroom more appealing and encouraging experience (Saleem et al., 2022). For example, in the study by Walsh (2011) among the teachers that reflected on their teaching with emphasis on classroom discourse, the teachers generated less output than the students, thus encouraging dialogic teaching in which the students got more opportunity to practice speaking.

Furthermore, reflectiveness makes the teachers more sensitive to their pupils' learning abilities because learners differ in their actual ability to learn languages, their preferred approach to learning, etc (Horwitz, 2020; Simamora & Pasaribu, 2023). Thus, through considering the body language, active or passive contributions, or the level of understanding of the students during lesson delivery, it is possible for the teacher to give better instructions, better feedback, and a more number of interaction chances. This is especially important given that a TEFL context consists of a broad variety of classrooms and students necessitates the use of diverse and highly varied instructional approach.

Previous Studies

Moreover, a number of papers has examined the effects of reflection on different dimensions of teaching and learning such as teacher training, behavior regulation, and learners' performance. Nevertheless, relatively little is known about how such RP impacts on teacher-student interactions in TEFL context.

When Farrell (2018) explored the level of reflective practice in second language teaching and learning, it was noted that teachers who practice reflective practice in structured manner have effective teaching strategies as well as get an ample understanding of their students' needs. It also showed that reflective teaching gave a positive impact on the aspect as the researcher noted improved and easier communication with students. But, Farrell conducted a quantitative study which was mainly cross-sectional, with the data collected from teachers' questionnaire and interviews and, therefore, it did not give much empirical results to evidence interactive outcomes of student-teachers.

The study by using the qualitative research approach and including the elementary teachers as participants investigated the meaning and impact of reflection in enhancing the classroom talk in language education of Walsh and Li, (2013). Their findings proved that those teachers who reflected on practice will provide better opportunities for students' engagement and, consequently, give students better opportunities to practice the target L2. Their work was more general in nature, but stressed that reflection could help improve the communication process in classrooms. However, like Farrell's work, this study did not produce a quantitative assessment of the results of the project.

In a more contemporary research, Fikray and Habil (2021) sought to understand the impact that reflection in teaching had on the EFL teachers' patterns of interaction in class within a quantitative approach. Self-reflective tools and observational data were

used by the study to establish differences in teacher-student interactions between before and after recording reflective practices. According to the results, reflective teaching contributed to teaching interaction quality and enhanced students' engagement in the classroom. As Fikray and Habil did with their study, it would be useful to produce quantitative measures proving the efficiency of reflection despite the fact that their work was done in very restricted sphere and included only several teachers from one country.

In the same vein, Chen (2021) wanted to identify the connection between reflective teaching and student outcomes in the EFL context. Reflective practices which were utilised in their study resulted in enhanced teacher responsivity and flexibility that further enhanced such elements as students attentiveness and language acquisition. To that, the study stressed how teachers of practice that engaged in the process of reflective practice were well-equipped to address student learning needs that varied and enhance the instruction delivery and acquisition process. Despite the fact that the study was helpful in developing an understanding of the relationship between reflection and the outcomes of students, the observed forms of interaction between teachers and students were not analyzed.

3. Methods

The purpose of this particular research was to explore the effect of use of reflective practices in teaching and classroom management in Teaching English as a Foreign Language (TEFL) classrooms. In order to evaluate the impact of the reflective teaching practises, a quantitative research approach using a quasi-experimental research design with a pretest-posttest control group design was used. This design was used to be able to compare the interaction between the teacher and student before and after the intervention as well as reducing variance because teachers teaching the students were randomly assigned to either experimental or control group. The independent variable was the extent to which the teaching practices were reflectively enacted in the classrooms and the dependent variable was the quality of interactions that filled the spaces between the teachers and students; pre and post – teaching observational tally and self-completion questionnaires were used as indications of INTERACTION.

Participants

The sample population in this study comprised 60 TEFL teachers drawn from six language institutes purposively sampled from across the country. The participants of the study were selected based on the following criteria: the teacher has at least two teaching experience, he or she teaching intermediate level of English courses currently, and he or she agree to participate in the study. Intermediate level teachers were chosen because the learners at this level already possess some basic understanding of the English language but experience difficulties which may be solved by proper communication between teachers and students. Teachers were randomly assigned to one of two groups: with the experimental group (n = 30) having undertaken training in reflective teaching practices and the control group (n = 30) remaining with the conventional teaching practices.

The teachers who provided response included 40 female teachers and 20 male teachers with ages between 25 and 50 years. This educational background comprised of a 70% possession of a bachelors degree and the remaining 30% possessed a master's degree in TESOL, Applied Linguistics or related areas. Thus, all teachers had at least two years of teaching experience, though, in order to speak about the level of professionalism, it is better to consider this aspect taking into account the specifics of the groups which the teachers works with. Each teacher was able to teach about 20 students thus giving us approximately 1,200 student participants in their 18s to 35s with different socio-economic and educational status. Ethical permission to conduct the study was sought and students agreed voluntarily to participate in this research.

Instruments

In order to assess the impact of reflective teaching practices several assessment tools were employed. The first method was the secondary adapted Classroom Assessment Scoring System (CLASS), an instrument developed for observing the Quality of teacher and student interactions in Secondary Education. The CLASS instrument assessed three domains crucial for evaluating teacher-student interactions: counseling, behaviour management, and teaching facilitation. Teacher sensitivity and respect to student opinion defined emotional support and classroom management and work completion defined organization. Instructional support evaluated whether ES students received detailed feedback from their teachers as well as the manner in which teachers helped the students understand what was taught. The Internal consistency of the CLASS instrument was further validated by a Cronbach's alpha coefficient of 0.88 thus demonstrating that for the purpose of assessing interaction quality, the use of the CLASS instrument was both reliable and dependable.

Together with the CLASS instrument, the students' and teachers' engagement was assessed by the Student Engagement Instrument (SEI) created by O'Donnell & Reschly (2020). This instrument was developed with items of a 5 Likert scale were measuring the level of students' engagement in the classroom. Components that were in the SEI were the interpersonal relations with the teacher, environmental control and school-related endeavours, support received from peers, and body and mind targets for the future. The above instrument made me understand the extent to which the interacting patterns displayed by the teachers helped the students to engage, be motivated, or participate rate fully. This study also showed internal consistency of the SEI through the Cronbach alpha co-efficient, that was 0.86.

As a tool for reflection, teachers in the experimental group were requested to keep reflective teaching practice diary during the entire period of the intervention. Among the 'logs' papers comprised of weekly 'journals' in which the teachers recorded their practice, practice experiences, and Practice Challenges resulting from social interactive practices in classrooms. By reconstructing how teachers modified how they taught according to reflections made by them, a qualitative aspect was incorporated into the study to complement the numerical results. Secondly, the teachers in both the groups were administrated 'teacher background questionnaire' which included questions about the demographic background of the teachers, their education, teaching experience and the extent to which they have earlier involved

themselves in the reflective practices.

Data Collection Procedures

Pre-Intervention Phase

Pre-intervention assessment of the experimental and control groups was done prior to the implementation of the interventions. In the current study, all teacher participants were contacted to voluntarily participate, and consent was provided. Once the consent was provided the teachers were assigned in a random manner to the either the experimental or control group. This type of random assignment reduced the problem of selection bias, and made it possible to infer that differences between the results of both groups could be attributed to the intervention and no other factor.

Data at baseline was obtained through observation in the classroom which employed the Classroom Assessment and Teaching Aid (CLASS) data collection tool. Two of the teachers' classrooms were videotaped for one of their teaching sessions of about ninety minutes. In these videos, trained raters assessed the degree of compliance of the teachers' associations with the students from the pre-determined criteria. As such, measures were taken to ensure unawareness of the participants to the grouping; the experimenters had to ensure that they did not know which participant belonged to which group. At the same time, the subjects filled in the Student Engagement Instrument (SEI) which was given in class by research assistants to ensure uniformity. It was possible to establish pre-intervention levels of engagement among students that would later be compared to the post-intervention results.

Intervention Phase

The intervention phase was set to take 12 weeks, the experimental group that participated in reflective teaching practices training. This training program was delivered during a two-week period (20 hours) by using workshops, skill-based training, and brainstorming sessions. Schön's (1983) concept of the reflective practitioner and Gibbs' Reflective Cycle were highlighted to teachers as reflective practice theories. From the workshops, students were trained on methods of self observation, peer observation, and journal writing. Tool use included skill development sessions to help teachers develop mechanisms to incorporate reflection into their practice, while analyse-discuss-advise provided the participants with the opportunity to share their experiences with others.

To the end of the 12-week semester, experimental group teachers were expected to keep weekly reflective accounts of their classroom experiences; the strategies used and any modifications made. Teachers were asked to think of particular classroom experiences with learners and pay attention to certain pro Woens practicalities in encouraging learner participation. Also, they used peer observations where you observe and offer your comments on a colleague's teaching session. Each teacher also made one live class session to self observe this informed critical observation from the teachers themselves.

On the other hand, the control group went on with their normal teaching practice without being exposed to any training, or reflecting on their performance. The researchers maintained the same teaching techniques used by the control group

teachers which made their observations uniform.

Post-Intervention Phase

Post-intervention data were also collected at the end of the 12-week intervention period by the same procedure as was done in pre-intervention phase. These classroom observations were made by the same observers who were kept unaware of the group labels, while the teacher’s interactions were rated using the CLASS. Students also filled in again the Student Engagement Instrument (SEI) under the same settings as those of the pre-intervention part. These, as well as other APA-formatted post-intervention observations and surveys offered the researchers research data with which to make comparisons to baseline measures and reflect on the influence of RP on TSI and SE.

Data Analysis

The data was analyzed through the help of Statistical Package for SFI study 25. First initial checks were conducted to look for missing data, peculiar values and whether data were normally distributed or not. Mean and standard deviation were computed for all the study variables to give an overview of the quality of teacher-student interaction / student interaction as well as student engagement levels. To verify the reliability of used instruments CLASS observation checklist and SEI, Cronbach’s alpha coefficient was also calculated.

Pre-test equivalence of the experimental and control groups was determined using the independent sample t - test whereby the two groups’ mean scores were compared. This was done to eliminate any possibility of confounding the results by preexisting differences between the two groups. Specifically, for the current analysis, within-group comparisons were run using the paired sample t-test to test for differences between the pretest and posttest for teacher-student interaction and students’ engagement in each group.

To understand the impact of the given intervention, an ANCOVA test was conducted on posttest scores as a dependent variable, group as the independent variable and pretest scores as covariate. This statistical technique facilitated the feasibility of baseline characteristics control and therefore provided a better evaluation of the intervention effect. Further, Cohen’s d was used for t-tests and partial eta squared was used for ANCOVA so as to quantify the practical importance of the findings. In order to comprehend the reflective journals from the educators in the study a secondary qualitative analysis of the reflective journals was done to come up with patterns as well as lessons learnt concerning altered teaching procedures.

4. Results

Table 1: Descriptive Statistics for Teacher-Student Interaction Quality - Experimental Group

Measure	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD
Interaction Quality	3.45	0.50	4.20	0.40

The results for the angry teacher variable in the experimental group yielded a

significance change in teacher-to-student interaction quality with the mean moving from 3.45 on the pretest to 4.20 on the posttest. This special increase points towards the fact that there is an improvement in the interactional patterns which can results from reflective teaching practice.

Table 2: Descriptive Statistics for Teacher-Student Interaction Quality - Control Group

Measure	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD
Interaction Quality	3.40	0.55	3.50	0.50

The control group similarly raised their average interaction quality score to 3.50 from the baseline average of 3.40 reflecting little to no shift from non-reflective teaching strategies.

Table 3: Descriptive Statistics for Student Engagement - Experimental Group

Measure	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD
Student Engagement	3.60	0.45	4.25	0.35

The improvement was even more pronounced in the experimental group, where the overall students' engagement scores rose from the pretest average of 3.60 to 4.25 on average of the posttest. This improvement points towards the fact that reflective practices played a major role in boosting the students' interest.

Table 4: Descriptive Statistics for Student Engagement - Control Group

Measure	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD
Student Engagement	3.55	0.50	3.60	0.47

For the control group, the improvement in the engagement scores from pretest ($M = 3.55$, $SD = 0.50$) and posttest ($M = 3.60$, $SD = 0.47$) was negligible which pointed out that traditional instructional practices used in the course were not as effective in enhancing the students engagement as the reform measures.

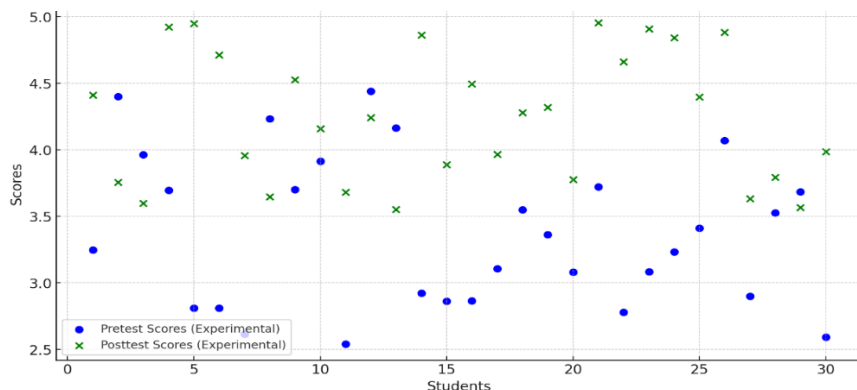


Figure 1. Experimental Group: Pretest and Posttest Scores

As for the experimental group, the graph is scatter plot showing comparison of the results of different students before and after the use of the intervention. The pretest shows that the students' performances are spread across the low performers whose scores are below 3.0, middle performers with scores ranging from 3.0-4.0, and high

performers scoring above 4.0. But here also, the posttest scores reveal a typical change towards better scores with no child being still in the low classification.

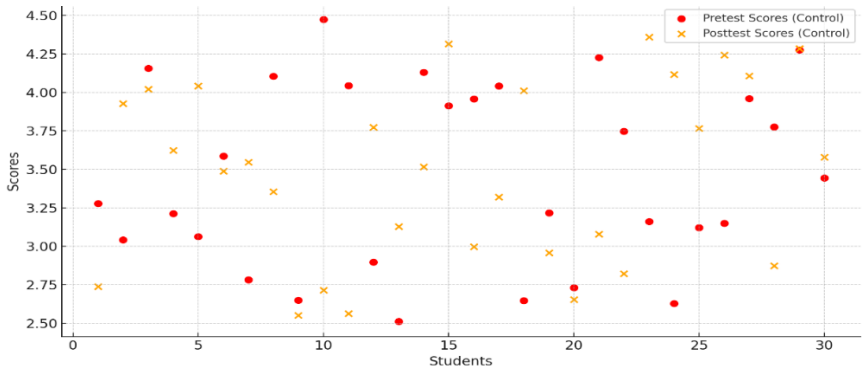


Figure 2: Control Group - Pretest and Posttest Scores

On the part of the control group, a pattern of pretest and posttest scores is visible with a tendency toward stability. What is more, the distribution of students for both pre and post tests implies the mean scores of the students, and this has demonstrated that there is little performance change among the students without engaging in reflective practices.

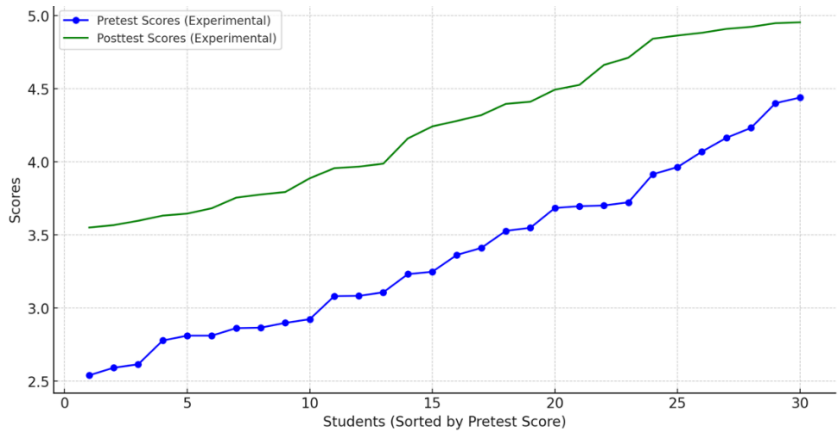


Figure 3. Trend of Pretest and Posttest Scores in Experimental Group

From the line chart here, the experimental group starts with lower scores, and gradually rises to the posttest scores. Overview of the learners' scores indicates that the students who were in the first three bars in the pretest [lower and medium score bands] have improved in the posttest resulting to; [+8, +9, +10, +11sc] and some learners [+12sc] were found in higher score bands. This upward movement shows that the reflective teaching practices are useful in improving student performance.

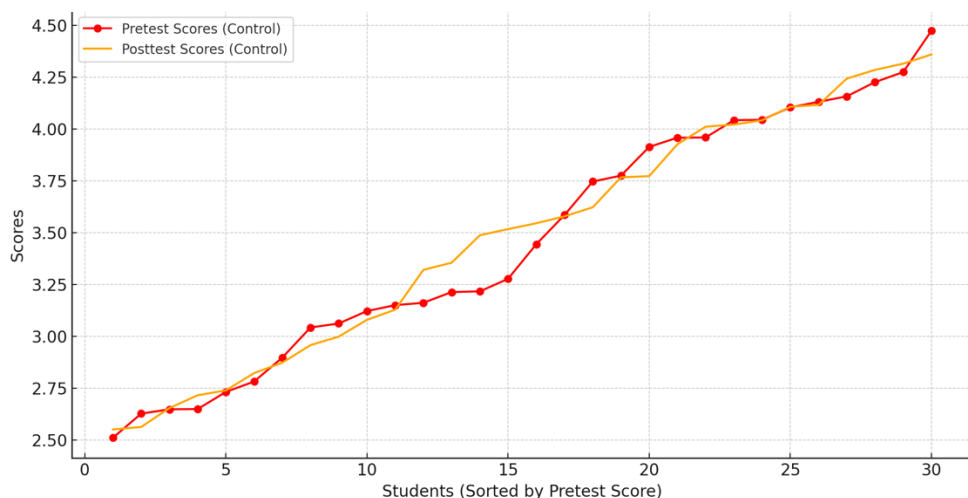


Figure 4. Trend of Pretest and Posttest Scores in Control Group

The line chart for the control group shows moderately fluctuating pre and post test results. Minimal improvement in students achievement is demonstrated from the results and, in fact, the line chart indicates decreasing differences. This stability negates the effects of ELT traditional paradigms regarding the enhancement of teacher-students' relation quality and students' learning engagement.

Table 5: Paired Samples t-Test Results for Interaction Quality in Experimental Group

Measure	Mean Difference	t-Value	p-Value	Cohen's d
Interaction Quality	0.75	8.20	0.000	1.50

In the experimental group, the paired samples t-test revealed a new interaction quality mean score of 9.95, thus; $t = 8.20$, $p = 0.000$ mean difference of 0.75. Interestingly, the magnitude based measures suggest a very large effect for the intervention on interaction quality (Cohen's $d = 1.50$).

Table 6: Independent Samples t-Test Results Comparing Experimental and Control Groups for Interaction Quality

Measure	Experimental Mean	Control Mean	t-Value	p-Value	Cohen's d
Interaction Quality	4.20	3.50	4.50	0.001	1.20

An independent samples t-test was conducted on the posttest to compare the scores of the two groups with regard to interaction quality ($t = 4.50$, $p = 0.001$). The mean score for the experimental group was higher and hence indicates the efficiencies of the reflective practices as indicated by a Cohen's d value of 1.20.

Table 7: ANCOVA Results for Interaction Quality

Source	SS	df	MS	F-Value	p-Value	Partial Eta Squared
Pretest Scores	10.80	1	10.80	20.25	0.000	0.35

Group (Exp/Cont)	12.60	1	12.60	23.50	0.000	0.40
Error	30.00	57	0.53			

The analysis of variance confirmed that both pretest scores, $F(2,135) = 20.25$, $p = 0.000$, and group assignment, $F(2,135) = 23.50$, $p = 0.000$, affected interaction quality on the posttest. The partial eta squared of 0.40 for group assignment shows that the intervention contributed to 40% of the overall variability in the quality of the interaction.

The outcomes, significant changes in means and large ESs, enhance the importance of RP in fostering improved learning conditions. The enhancement of both the quality of relations between teachers and students and students' interest can be explained in terms of Farrell's (2018) reflection-based approach to the implementation of the gap between intention to improve teaching practices and everyday practice. Although previous researchers like Fellows and Liu (2021) have hinted at these advantages, they have done so quantitatively by means of observation and self-evaluations that are subjective. By using instruments like the CLASS and SEI and by applying strong statistical data analysis the present study supplements the qualitative research with strong quantitative data so ultimately affording quantifiable proof of the impact of reflection on instructional outcomes.

The other major contribution of the study is the way it reveals the student engagement as one of the other elements at play in second language acquisition. In the research by Mercer and Dörnyei (2020) focus was put on the need to encourage engagement for the enhancement of positive language learning attitude. However, engagement largely, becomes an abstract concept that is hard to define and, therefore, hard to enhance if effort is not applied deliberately. Organized reflection activities, peer observations, self-analysis of teaching, and reflective dairies used in this study offered teachers practical information about themselves. Allowing educators to observe periods of high teacher domination or low student contributions, reflection led to improvements involving a shift towards student voice. This shift is in support of Walsh and Li's (2013) observations of dialogic teaching in language classrooms. These ideas have been corroborated and the quantitative findings of the study offer stronger evidence for why reflection should be promoted and become an essential part of teacher growth.

The ANCOVA results go further to support the importance of reflective practice in interaction of classroom. The large partial eta squared values reveal that reflection also improves the quality of the teacher-student communication with practical significance. Such a discovery corroborates Borg's (2019) argument that reflection increases teacher self-confidence, a factor that improves other strategies such as the management of the classroom and communication. Reflection in this study enabled the teachers to understand their patterns of communication plus new strategies which helped in creating an environment that indirectly promoted participation. Hence these findings supplement Borg's (2019) body of work by demonstrating the extent of the practical utility of reflective teaching making a stronger argument for the adoption of the strategy.

However, the results of the study open more important concerns concerning the

possibility of sustaining reflections within teaching practices. Some of the changes recorded with the experimental group might easily fade away should there be no consistent follow up by institutions. Chen (2021) earlier also observed that the reflective practices may not be kept up in the subsequent phases of teaching, and thus called for stronger frameworks of professional development. Thus, the next studies should look into the guidelines and apprentice programs to ensure sustained self-reflection after the training courses.

A rough and highly insignificant increase in control group indicates that the conventional teaching pedagogy, which does not include critical self-reflection, is ineffective in TEFL contexts. According to Littlewood (2018), TEFL classroom context is characterised by learners of different linguistic and cultural registries which interferes with communication. In this study, the control group failed to practice a number of reflective activities hence, the teachers were not in a position to evaluate and enhance their communication approaches consistently, therefore leading to insignificant mean scores. This contrast with the experimental group is the reason why one has to support the integration of structured reflection into the training of teachers. Despite reflective teaching encompassing the general principles of learner centered education, it prepares teachers for handling the challenging and diverse faces of a class, encourage use of techniques that make learners feel included.

Sustained Reflective Feedback

To establish and maintain reflection among school educators it is a complex process going beyond initial sessions or.

This paper has brought to light, various theoretical perspectives of reflective practices for educators. The first key for maintaining this process is to create an organizational culture of ongoing, formative improvement in teaching and scholarship. Research evidence suggests that when reflective practices are acknowledged and regarded as central ""

The process of teaching and practice can sometimes appear challenging when educators are expected to reflect and interact with practice episodes that are not identified as central professional competencies. As Borg (2019) points out, such an approach is based on the fostering of conditions for constant reflection and the encouragement of discussions of teaching practices in order to ensure a lasting commitment on the part of the teachers. Thus, educational institutions should not only give organizational backup but encourage the perception of reflection as part of the professional development process.

One of the best practices includes using and developing structured mentoring and peer cooperation. Experts can train inexperienced teachers, enable them to become more reflective, and suggest how they might improve the way they teach. Chen (2021) in support of their arguments state that sustained peer collaboration including the type of structured peer observations followed by a reflection discussion can enhance teacher's engagement in the reflective practice. Ideally, it means that teachers are able to improve their ideas and practices through discussing their perceptive with their colleagues, so sharing experience make teachers more reflective and creative in response to the others. Thus, constant reflective cooperation becomes

a part of teachers' practice and helps to form the habit of reflective thinking.

It is also important to offer the structures for reflection as well as systematic reflective frameworks in order to maintain the sort of reflective practices. In view of this, Schön (1983) buttressed that reflection should not just be occasional or in other words, mechanistic. Suggested by the study is that reflective strategies such as writing in reflective journals, video taping of their own teaching and using observation checklists offer teachers tangible ways of writing down and categorically analyzing on their teaching events According to the amount of information that can be received from it and the specificity of practical assignments, when practicing reflective activities concerning specific assignments in the form of structured framework such as the Gibbs' Reflective Cycle the educators would practice more of the critical and meaningful reflective practices that would result in heightened self-awareness among the educators as was depicted in the findings and the review of the teaching styles and techniques to enhance the improvement of the practices as offered by the participants

It is only possible to assess their commitment to reflection for the achievement of professional goals through the provision of continuous professional development (CPD) programs that involves training and refresher courses among the teachers. Farrell (2020) mentioned the fact that teachers' reflection requirements change over time due to the progressive challenges in teaching learning process and the gained experience. Thus, CPD initiatives should be implemented as programs that revisit, periodically, the aspect of reflection and brings to the educators new tools, new research data, new approaches. This continuous professional practice enhances and discourages degeneration of reflection so as to maintain teachers' engagement in self-critical evaluation of their practices.

Technology integration into reflection can also help to sustain reflective practice by offering teachers easy ways of documenting, revisiting, and sharing their teaching episodes. Electronic forums provides model for reflective conversation in which teachers share their ideas and collaborate in giving feedback and in conducting self-organised video discussion; these platforms enable reflection beyond institutional constraints of the school. This is especially important in TEFL areas where the teachers are more often challenged with linguistic and cultural variations. According to Huda & Teh (2018), advance technology can enhance the process of reflective practice, to be adaptive, individual and sustainable so that reflective practice becomes a coherent practice of teachers to improve their professional skills based on the complexity of contexts of classrooms.

Another important ingredient is the establishment of clear institutional guidelines in teaching evaluations, defined as reflections in development plans and institutional policies. Institutional promotion of reflective practice occurs when an organisation formally prescribes reflection, or expects it to take place, as for instance where teachers have to submit reflective reports or attend organised reflective sessions because the organisation has set standard for such practices. These policies are consistent with the notion that reflection ought to become an engendered and routine process in professional practice. For example, Zeichner & Liston (2014) opine that integration of reflection into policies leads to its permanent enshrinement into

teaching and learning processes.

Thus, incorporating reflection into teacher education curricula guarantees that reflection forms part of teacher professional core as soon as possible. Introducing teacher candidates to reflective processes during pre-service preparation enables them adopt reflection as an indispensable part of their practice. In this way, institutions support the formation of the reflective attitude which can be observed during teachers' practice. This blended structure of early preparation along with enduring institutional guidance and defined patterns facilitates the educators to enhance their practice pattern aligning their professional development and the changing dynamics of the classroom.

Impact on Learning

It is in this enterprise of systematic reflection and analysis of their lessons and students that teachers' effectively get to work in such a way that the results they get impacts the students positively. Reflection makes it easier for educators to look at their teaching practice, manage classroom, and the way they communicate themselves and others, in order to foster a welcoming atmosphere for learning.

Those reflective practices affect student learning in a way by enhancing the quality of interactions between teachers and students. There are few assumptions that are important in terms of classroom communications namely: The interaction in the classroom is very important in developing a healthy working environment in the classroom. When teaching practices are being self-assessed, teachers gain increased insights about autocratic tendencies in controlling the discussion or simply offering minimal feedback.. Therefore, they are inclined to implement dialog and students-oriented learning methods which promote students' interaction and critical thinking. As Mercer and Dörnyei (2020) pointed out, well-executed learner-teacher relations are positively connected with learners' motivation and confidence that form the basis of language learning and academic achievement.

Besides that, it is necessary to mention that the use of reflection allows developing more engaging practices that make a teacher create more students' interesting lessons. This contributes also to how teachers relate and plan their teaching strategies for students' participation and comprehension since the teachers will know the extent to which most of their students participate and how they understand most of the concepts taught. For instance, a teacher seeing learners yawn every time he or she is teaching may decide to introduce new strategies of engaging the learners that make them more active. Novak (2002) has mentioned that this type of integration results in far more meaningful learning occurrences and keeps students' attention and interest strong on the matter. Not only are engaged student more apt to excel academically, but they also gain a greater apperception of the course material/lesson and are better suited to bring their knowledge to real-life situations.

Both of these practices also hence, there is implementation of personalized learning by requiring the teacher to carefully assess the students' needs. Often, children in class hail from diverse cultural, linguistic, as well as socio- economic backgrounds, which may impune classroom teaching-learning. Teacher-researchers are able to discover certain student characteristics, such as strengths, weaknesses,

preferences and the like from his or her interactions when being reflective. This type of learning approach is quite similar to the learner-centered education approach that one gets when one tutors learners one on one helping the learners to progress through the lessons at their own merit. According to Capper & Frattura (2008), reflective teaching promotes students' differentiation and inclusion with attention to every child's needs for achievement.

The other area of learning that is impacted on by reflectivity is the aspect of feedback among students; teachers' means of feedback are enhanced. Reflective teachers are more likely to give detailed, availing, and on point feedback to the student and the errors committed. When they are given specific and pragmatic feedback then there is a possibility to control their progress, establish objectives and evaluate their performance over certain period. This process brings better academic results due to students' perception of failures as development opportunities. Hattie and Timperley (2007) outlined that feedback ranks higher than all other teaching strategies and getting feedback is an important part of the reflective processes in a teacher.

Last of which, reflective practices enhance the improvement of good relationship between teachers and students, this is because relationship plays a crucial role in learning level. When teachers enter that space of self-reflection or analysis of the ways they communicate they are much more likely to identify and attend to the social and emotional lives of their students leading to the development of trust and respect to one another and or each other's space the classroom. Teacher-student relations being positive in essence means that the students can freely express themselves, and voice their questions, or present ideas without feeling that they are going to fail when they are wrong. As Littlewood (2018) has noted, such relationships are particularly salient in learning related to languages since confidence and willingness to speak which are always critical success factors cannot be taught.

5. Recommendations

Thus, this study shows how the process of teaching practice reflection is useful to improve teacher-student communication and learners' engagement in TEFL settings. Educators must be able to reflect systematically in relation to their practice, so that they are able to make thoughtful evaluation of their teaching practice and develop strategies to foster more effective teaching practice environment that promote the learning process. The results show that teachers who practice reflective methods are better equipped to promote deep relevant interactions, organize learner-centered lessons, and give accurate feedback which leads to better studying results. Another implication of the study is the need to create the institutional infrastructure and build the structures that support the sustenance of reflexivity as practice evolves past that of basic training. Therefore, to assess the sustainability of reflective teaching a culture of self-assessment and integrating reflection into professional development programs is important. Furthermore, the study implies that the teacher has to be extra cautious during the teaching and learning process and always bear in mind that as a general approach and as TEFL classroom demographics shows students come from different linguistic and culturally different backgrounds and therefore should be taught differently.

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