

The Depthness of Student Teachers' Reflective Entries

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Published: 22 June 2022

To cite this article (APA): Mohamad Rozlan, M. Q., & Raja Harun, R. N. S. (2022). The Depthness of Student Teachers' Reflective Entries. *AJELP: Asian Journal of English Language and Pedagogy*, 10(1), 29-42. <https://doi.org/10.37134/ajelp.vol10.1.3.2022>

To link to this article: <https://doi.org/10.37134/ajelp.vol10.1.3.2022>

Abstract: This study aims to examine the depth of the reflection written by the Teaching English as a Second Language (TESL) student teachers while undertaking a course in the TESL programme. This study employs a case study design in which the data were analysed qualitatively. The reflective entries of student teachers were collected, and the data were analysed using content analysis method. There were 32 student teachers in their sixth semester in a teacher education university in Malaysia who participated in the study. They were taking a pedagogical course that prepared them for their teaching practice. This study made use of the instrument reflective journal entries. The document analysis was used to analyse the data obtained from the student teachers' reflective entries. The assessment of their written reflective entries made use of Kember et al.'s (2008) four-category protocol. The majority of the student teachers demonstrated that they achieved only the second level of the depthness of reflection, which is "understanding" followed by "reflection", "non-reflective" and "critical reflection". The findings of this study implicate the need to strengthen the reflective process and writing in the teaching and learning process and the student teacher's professional development.

Keywords: reflective entries, depthness of reflection, writing, student teachers, reflection

INTRODUCTION

The ability to reflect effectively is one of the qualities that distinguishes a good teacher. Teacher reflection is undeniably an effective tool in democratising the teaching and learning process, as it is in the nature of teachers to change their practices in response to the needs of their students (Galea, 2012; Gorski & Dalton, 2020). Many studies have been conducted in the field of teacher education, including the importance of having teacher education programmes that provide broad

and interactive teaching and learning environment, as well as prepare student teachers to face challenges in the real-world contexts in which they will teach (Raja Nor Safinas Raja Harun & Amreet Kaur Jageer Singh, 2015; Evens et al., 2018). By incorporating reflection into the teacher education programme, student teachers may improve their reflective skills and provide justification for their pedagogical decisions.

BACKGROUND OF THE STUDY

This study was conducted to analyse the depth of the reflection exhibited by the student teachers in their post reflections done after their micro and macro teaching sessions. Indeed, reflection is an essential tool for teachers to improve their teaching and learning skills. However, many teachers are still teaching with inadequate skills when reflecting. The researcher identified a few problems or issues that set the purpose of this research.

The first issue was that the student teachers could not conduct effective reflection to guide their improvement in the following lesson. This means that their reflection was not critical, and it lacked the elements required for student teachers to recognise problems in their teaching and come up with possible solutions to improve in the next lesson (Sargent, 2015; Nurfaidah et al., 2016). Because they didn't understand the true meaning of reflection, the reflection they did after each teaching and learning session was just a simple expression of their feelings (Hebert, 2015; Nyaupane, 2018). Furthermore, some students performed poorly in their reflections due to a lack of reflective skill and an inability to relate to their learning process (Lew & Schmidt, 2011; Töman, 2017). Although there are many different types of reflective writing, the main characteristics are the presence of evidence and a solution for improvement (Quigley and Jane, 2013; Valdez et al., 2018).

The second issue identified by the researcher was the lack of guidelines for student teachers to use when writing the reflection (Stevenson and Cain, 2013; Nurfaidah et al., 2016). Even if the teacher educator provided guidelines, student teachers were unaware of the importance of post-teaching session reflection to guide their next lesson. According to studies, the quality and criticality of students' reflections varied greatly, implying that student teachers require more guidance and structure in order to be more engaged in their reflections (Sharma, 2010; Becker & Renger, 2017). It was found that student teachers were writing reflections simply because it piqued their interest (Nurfaidah et al., 2016; Töman, 2017). This can be seen in their choice of reflection topics. As a result, a universal guideline and approach are required to make the process more systematic (Roberts et al., 2016; Becker & Renger, 2017). The teacher educator must teach student teachers how to reflect. Even though it takes time to develop this skill, it produces detailed data on various topics and dimensions in their reflection, which can be helpful for future references and other purposes (Kuhlman et al., 2016).

The next issue was the student teachers' lack of confidence when writing reflections (Brown et al., 2011; Snyder, 2011; Hayman et al., 2012; Butani et al., 2017). This was due to the student teachers' inability to connect theory and practice, which demotivated them and made them see reflective writing as a burden rather than a valuable tool that could help them teach and learn (Nambiar and Thang, 2016). For a teacher to critically reflect on their teaching, they must have confidence and knowledge of the subject matter they must consider. Reflection is pursued with purpose, not just as a form of daydreaming, but as a proactive activity to achieve a specific goal (Boud et al., 2013; Van Beveren et al., 2018). In the Malaysian context, the purpose of writing a

post reflection is to assist teachers in improving their lessons and to serve as a tool for recording their teaching for future reference. Teachers are obligated to include reflection as part of their lesson plan after each teaching session to prepare them to be reflective practitioners.

LITERATURE REVIEW

Reflective practice

Early research on reflection has shown that reflective practice is critical for the professional convention because relying solely on technical knowledge to solve complex problems is insufficient (Schon, 1983;1987). Schon (1983; 1987) has defined reflection as a practice in which a person becomes aware of the implicit knowledge base acquired through their previous experiences. Reflection is a metacognitive strategy in which a teacher actively explores an experience to gain a new or deeper understanding to improve their teaching ability in the future (Valdman, Holbrook & Rannikmae, 2017). Reflective teaching is a term used to describe this type of instruction. Reflective teaching is seen as one of the efforts to close the gap between teaching theory and practice that has existed for a long time (Pawan & Fan, 2014; Maaranen & Stenberg, 2017). Reflection can take place during or after a teaching session and is referred to as post-teaching reflection. Reflection on and inaction is concerned with using reflection to plan future action for further benefits and serve as self-continuous improvement for teachers. In contrast, reflection for action is concerned with using reflection as a basis for planning future action for further benefits and serves as a self-continuous improvement for teachers (Yanuarti & Treagust, 2015; Cattaneo & Motta, 2021).

Reflective practice in the Malaysian context

The use of reflection among students in teaching and learning is not widely used in Malaysia. However, the importance of reflective practice has been recognised in today's education. We have begun to use reflective practice to improve students' achievement, particularly at the tertiary education level. Students are taught about the reflective practice to help them develop the habit of using it to reflect on their learning. They learn about the advantages of reflection as well as how to use it to help them with their studies. Using reflective practice in knowledge practice can help Malaysian university students to improve their ability to apply knowledge (Fernandez et al., 2015).

Malaysian universities and teacher training institutes have implemented reflective practice as part of the effort to improve teacher professional development. It has also been made a compulsory component in the daily lesson plan for school teachers. Reflection in teaching is dynamic and evolves rapidly, necessitating constant updating of the teacher education programme to ensure that we can keep up with its progress (Lupinski et al., 2012; Valdez et al., 2018). The concept of reflective practice can be traced back to Dewey (1938), who used the scientific method to help people understand how they think and learn. His work has had a significant impact on education, allowing teachers to use reflection to improve their personal and professional lives. Reflection gives the teacher a way to make sense of their own personal experiences (Garza & Smith, 2015; Butani et al., 2017). Thus, incorporating the reflective practice into teacher education can benefit teachers because it enables them to give meaning to their experiences.

As the nature of reflection is to always fall back on past actions to determine future actions, it can promote self-awareness among practitioners. Self-awareness and reflective ability are crucial for ensuring positive and continuous professional development (Siraj, Salam, Nabishah et al., 2013; Fletcher et al., 2020). This could become one of the elements to which more attention should be paid to improve the country's educational quality. We have been practicing reflection among primary and secondary school teachers in Malaysia for quite some time, but the benefits of the practice are not apparent. This is due to the teachers' inability to fully utilise the benefits of reflection. Most teachers write reflections solely to meet the ministry's requirement to include reflection in their lesson plans.

The primary reason for teachers to include reflection in every lesson plan is to help them grow in confidence and competence (Choy, Yim and Tan, 2017). All efforts will be meaningless if the teacher refuses to participate in the real reflective practice. As a result, we must change our educational practices because if we do not, both teachers and students will suffer significant losses and fall behind other developing countries (Goh & Blake, 2015; Maaranen & Stenberg, 2017).

Assessing Reflective Writing

For the evaluation of reflective writing, there are a few rubrics and guidelines (Hargreaves, 2004; Plack et al., 2005; Kember et al., 2008; Wald et al., 2012). These rubrics are similar in that they provide guidelines for evaluating reflective writing by categorising them into different levels or groups. Compared to other rubrics, they contain more groups for evaluating reflections, which may confuse the user when determining their level. The Kember protocol, on the other hand, is far more convenient because the number of categories and descriptions used in grouping the reflective writing is extremely precise and relevant, making the process of evaluating the reflective writing much easier. Kember et al. (2008) proposed four types of coded protocol to distinguish the writer's level of reflective essay production.

The four protocols are habitual or non-reflective, understanding, reflection, and critical reflection. Even though there is no exact measurement for writing evaluation, having this protocol will assist in making decisions to reduce subjectivity, thereby improving the reliability, face validity, feasibility, and acceptability of the results obtained when analysing reflective writing (Wald et al., 2012; Soifah & Pratolo, 2020). Kember chose four coded protocol categories because he found that having too many categories made it difficult for coders to reach a final agreement when coding written text segments in previous studies. However, having too few categories makes it difficult for coders to distinguish between different levels of reflection in a piece of writing. In order to avoid confusion during the assessment, the codes used to categorise the level of reflective writing must be precise and clear. This protocol allows the intermediate level, which is the level between two codes.

Writing coded as habitual or non-reflective does not demonstrate that teachers comprehend the materials or concept of the discussion they attempt to write in the reflection (Kember et al., 2008). Writing coded as demonstrating understanding in their reflection shows that they understood the concept and materials in the discussion, but it lacks a connection to their personal experience (Kember et al., 2008). While writing coded as reflection makes vivid connections between conceptual knowledge and experience (Kember et al., 2008). The highest code, critical reflection, necessitates a shift or change in the deep-seated belief that leads to a new belief in the person who wrote the reflection (Kember et al., 2008). In the case of teaching, this would require a description of how the teacher implements the new beliefs in the classroom. Critical reflection would form a new perspective in teaching, which would take place over time.

Kember et al. (2008) tested the validity of this four-category framework on students enrolled in a radiography course with a clinical component. During the trial, four coders were chosen to review the paper. The papers chosen had already been graded using the traditional A to D grading system. Those papers were then graded using the Kember et al. (2008) scheme by these four coders. The coders were unaware of the traditional grades assigned to all critical incident reports in this study. It is concluded that the use of this assessment procedure was reliable based on the results. Three coders agreed on the same category out of four assessments, while another coder was in an adjacent assessment category. On another occasion, all coders completely agreed on the same category. The students' written works were intended to promote critical thinking by reporting on critical incidents encountered during their clinical placements. There were a few options for topics: a) a non-routine incident that necessitates decision-making, b) a situation that necessitates improvisation or innovation, c) procedure modification, and d) a situation involving an emotionally, physically, or mentally demanding person. Due to the advantage that Kember (2008) offers in assessing reflection, this study will employ this framework in analysing the student teachers' reflective writing.

METHODOLOGY

This research is a case study on the TESL student teachers' reflective entries following their microteaching and macro teaching sessions during the fourteen weeks of their sixth semester. During the lecture, the student teachers were taught theories in teaching, planning lessons, guidelines for reflective writing, and micro and macro teaching simulations. There were 29 male and female student teachers in this research. All the participants were second language users of English and would be going for their teaching practice in semester 7. This is a case study research in which the researcher explored the context of the study: the student teachers who were undergoing a teacher education programme. The goal is to further understand the student teachers' reflective entries by looking at the elements from the context or setting of the study. This is a single case study that focuses on a small group of research subjects and uses a qualitative approach to analyze collected data.

This research employed content analysis to comprehend the student teachers' reflective entries by looking at various angles. The researcher read and analysed their reflective entries and attempted to determine the depth of their reflections and the elements that classified them. The reflective entries were analysed using the Kember et al. (2008) protocol. The Kember four-category coding scheme for assessing reflection stated four types of categories: a) non-reflection, b) understanding, c) reflection, d) critical reflection (Kember et al., 2008). The student teacher's reflective entries coded as non-reflective did not show enough understanding of the use of concept and materials used in their reflection. The next writing code, which is understanding, showed evidence that the student teachers understood the concept and materials used in their teaching but did not relate it to their experience (Kember et al., 2008).

The reflection coded as reflection showed vivid evidence that the student teachers understood teaching and making a relationship with their experiences. In their reflection, they showed that field experiences are the thing that shaped the teachers' philosophy and practices (Kember et al., 2008). The final level, which is the highest level of reflection, requires the change in the teacher's belief and leads to the formation of a new belief that might contradict the current belief. The change in belief is due to the realisation of the mistake from the current belief, which comes from the

analysis of observational field experiences. Critical reflection leads to the formation of a new perspective and involves the transformation of the person's perspective, which is likely to take place in a longer period (Kember et al., 2008).

FINDINGS AND DISCUSSION

Table 1: Frequencies of Student teacher's reflective entries level of depth

Student teacher	Critical Reflection	Reflective	Understanding	Non-reflective
ST1	5	10	4	0
ST2	0	8	8	1
ST3	0	6	9	0
ST4	1	6	6	3
ST5	1	12	5	1
ST 6	0	5	5	6
ST 7	0	9	8	0
ST 8	1	12	4	0
ST 9	0	9	7	1
ST 10	1	10	4	1
ST 11	0	8	7	0
ST 12	0	6	7	2
ST 13	0	4	9	4
ST 14	0	5	7	5
ST15	0	3	8	5
ST 16	1	12	5	0
ST 17	0	4	13	2
ST 18	0	3	1	14
ST 19	0	2	12	4
ST 20	0	10	6	0
ST 21	0	6	6	3
ST 22	0	6	7	2
ST 23	0	5	7	4
ST 24	0	3	7	7
ST 25	0	2	8	9
ST 26	0	8	7	0
ST 27	0	1	15	2
ST28	0	5	10	0
ST 29	0	2	9	5
Total	10 (2.1%)	182 (37.6%)	211 (43.6%)	81 (16.7%)

During the 14 weeks of data collection in the teacher education course, student teachers wrote 484 reflections. Only ten reflective entries, or 2.1%, achieved the highest level of reflection, that is, critical reflection. The majority of student teachers achieved only a level of understanding for the depth of reflection, which is 211 from the total number of reflective entries, or 43.6%. The category reflective has the second-highest entries with 182 entries or 37.6%. For the lowest depth level, non-reflective, we see that a total of 81 reflective entries fall into this category or 16.7%.

Critical Reflection

The highest level of reflection is critical reflection. Critical reflection involves the evidences of changes in term terms of perspective, belief and behaviour on in education which comes from the realization from one's past mistakes and experiences of the student teacher (Kember et al., 2008). The analysis of student teachers' reflective entries has shown that only 2.1% (10 entries) of their reflections were in critical reflection level. Some of student teachers' reflective entries have demonstrated evidence of change or shift in the way they made their pedagogical assumptions and teaching philosophies. Six student teachers were able to reach the highest level of reflection. In their reflections, there were realizations of past mistakes that they reflected, and there were significant shifts in their beliefs on teaching. In their reflections, the student teachers stated that they experienced a change in teaching philosophies and behaviours. They are now more active, lively and more engaging towards students to participate actively in future lessons.

Only 10 of the student teachers' reflective entries contained all six criteria of reflective cycle, description, feelings, evaluation, analysis, action plan, and conclusion, and they were identified as critical reflection. Their reflective entries have clearly evaluated the situation and experiences, leading to a conclusive analysis. In the student teachers' critical reflections, the description of experiences was written. There was also the inclusion of personal feelings to enable the readers to relate to the situation described. The evaluation made in the reflective entries has shown how their experiences were useful in shaping their teaching perspectives and how they can affect the analysis and action plan. The theories that the student teachers have integrated in the reflective entries helped explain the analysis's underpinnings, which have resulted in the shifts of teaching beliefs and philosophies. The action plans suggested in their reflective entries have shown the importance of change for further teaching improvement.

The highest level of reflection also demonstrates the student teachers' ability to include world knowledge outside of the context of the lesson delivered. The student teachers were able to connect what they have experienced in the classroom to the context outside of their classroom. For example, they have made connections of their lessons to music, the internet, and psychology. Occasionally, when they analyze one specific context, they have included other perspectives to make better judgments to improve their teaching. Moreover, the student teachers related their teaching experiences with their prior knowledge. This could be one of the reasons that enabled them to evaluate and justify their teaching ideas and work towards shifting their past teaching beliefs and philosophies.

Reflection

Writing coded as reflection requires students to demonstrate their ability to connect their conceptual knowledge and the experiences gained during the course. There were 182 reflections out of 484 total reflections, or approximately 37.6% of total reflections, which achieved the third level of reflection depth. In their reflection, the student teachers demonstrated that field experiences shaped their educational beliefs and philosophy. However, there were no indications of a shift. For instance, one student teacher reflected on the enhancements made to the grouping technique following the initial struggle. Despite his struggles during the micro and macro teaching, he remained convinced that the grouping teaching technique was effective for the lesson.

Additionally, they demonstrated direct application of field experience gained in their future teaching practices. They embraced it wholeheartedly and intended to incorporate it into their future

teaching. We could see in their reflection that they were attempting to connect theories and practices. However, the connection was rather superficial, as there was no critical analysis of various aspects of teaching. At this level, they considered the rationale behind each teaching action and its impact on students' behaviour. Their reflections demonstrated decision-making based on prior experiences or knowledge related to educational theories. For instance, several of them connected field experiences and educational theories with their prior experiences as students.

They were able to process these events and made the right choices. Some of the choices they made in their reflections may have sparked a shift in their beliefs once they could conduct additional critical analysis on them by considering multiple perspectives on teaching. They were able to articulate their understanding of the field experience that led to educational decisions that influenced their teaching. For example, they were able to assess the teaching strategy that is most appropriate for the conditions and context of the lesson. Additionally, the student teachers devised their contingency plan by analyzing previous errors in their reflections.

For instance, at this level of depthness, the student teachers began to make a few attempts at making connections to world knowledge. Each experience in the reflection must be connected to knowledge outside of its context to reveal additional elements that can benefit during teaching practice. While the attempt is visible, it was insufficient to further initiate a shift in their teaching philosophy and beliefs, which impacted their teaching practices. The reflective writing also demonstrated evidence in the structured planning of future teaching practices in which we can see significant improvement in the area of focus. By the end of the fourteenth week of this course, we could see that the areas on which they had previously reflected had begun to improve in terms of efficacy. For instance, several student teachers discussed the teacher's questioning technique. At the end of the course, we can observe an improvement in the classroom's types and methods of questioning. However, their philosophy and practices remained largely unchanged. Additionally, the student teachers made connections between their prior experiences and philosophical approaches to teaching and their desired future practice.

In terms of the reflective cycle, this level of reflection should include at least four reflection criteria. On the other hand, their reflective writing did not complete the reflective cycle. Most student teachers failed to incorporate their own emotions into their reflections. This resulted in the reflection sounding too formal and robotic, which made it difficult for the reader to imagine the circumstances surrounding the experience they were writing about. At this stage of reflection, they could develop an action plan but have not yet reached a conclusion. Without a conclusion, the action plan was less effective in resolving the issue during their micro and macro teaching. At first glance, we might assume that they successfully resolved the issue. However, the same issue resurfaced in their subsequent reflective entries.

Understanding

The reflective writing coded as understanding had the highest number of reflections at 211 out of 484, accounting for 43.6% of the total. The writing coded as understanding demonstrated that the student teachers grasped the concept and materials used in micro and macro teaching but made no connection to the experience. For instance, they discussed how visual aids aided in the delivery of the lesson. However, they did not make any connection between how visual aids impacted their teaching and how the audience reacted to them. Though, experiences were briefly mentioned to illustrate the theory and teaching content. Additionally, they established a link between the method of instruction they used in microteaching and the theoretical knowledge and course content.

Their reflections, however, were categorised as “understanding” because they lacked analysis on how the experience gained through micro and macro teaching can help shape their future educational practices. For example, they understood a few educational theories and applied them to their teaching. However, they were not matched to the context and level of the target student. Additionally, their reflection demonstrated that they understood the purpose of their instruction. Which is, they understood what they needed to concentrate on and accomplish at the end of the lesson. There were no indications of a shift in their educational philosophy or practice. The researcher observed no attempt made by the participants to acknowledge their errors and make some changes that would benefit their future practices as a teacher.

The student teachers' reflective writing was devoid of it in terms of world knowledge. The emphasis was primarily on the particular theory that guided the comprehension of their lesson or experience. As a result, the majority of their writing was brief and uninformative. However, we can still detect evidence of prior knowledge in their writing. They attempted to convince the reader that they had previously encountered a certain type of experience outside of their classroom. However, the connection between their prior knowledge and the microteaching experience was tenuous. It did not assist them in better comprehending their current experience or in formulating a plan to resolve the issue. For instance, a student teacher mentioned that she had encountered poor teaching methods from their teacher during her time in school. However, she did not elaborate on how she could benefit from the experience or what type of educational practices she believed should be changed as a result of it. That connection may directly impact her future educational practice and decision-making.

Their reflection also showed that they were unable to complete the reflective cycle. Their reflection revealed that they met only three criteria. The majority of them wrote about their experience and evaluated it. However, no attempt was made to analyse the experience. Their reflection was also quite dull, as they did not include any personal feelings in their writing, which could have aided the reader in visualising the experience.

All in all, they described the experience and evaluated it to develop an action plan. For instance, the researcher could not locate a conclusion in their reflective writing. This effectively halted the process of reflection, and the reflection they wrote appears to be more like a daily note.

Non-reflection

The reflective writing coded as Non-reflection showed a lower percentage which is 16.7%, as compared to reflection coded as understanding and reflective. However, the percentage is higher than critical reflection. Out of 484 total reflections, 81 (16.7%) were coded as non-reflection. They were coded as non-reflection as the student teachers communicated routine, lesson procedural matters and description of experiences. Most of them showed the description of their experience without relating to any theory, knowledge and past experience. There were no evaluations and analyses made based on the experience from their micro-teaching.

Feelings were also not inserted in their reflection to describe their experience. However, a few attempts were made to connect theoretical knowledge with the teaching methods applied in their teaching. Many of them included theoretical knowledge in their reflection to share the theory without making any analysis on it. For example, a student teacher shared a theory on scaffolding. However, she did not make any analysis on her own to connect the theory with her experiences to help shape her future educational practice as a teacher. There was no evidence that they even understood the conceptual ideas in the theory of their reflections.

Another evidence for coding their reflections as non-reflection is their inability to show their understanding of the use of materials and methods they employed in their teaching. Their reflection mentioned the steps and procedural matters to apply those things. They used the materials and teaching methods without thinking of the impact on their teaching.

In terms of world knowledge and prior knowledge, the researcher could hardly find these in their reflection. This made the philosophical shift impossible to achieve at this level of reflection. We could say that their reflections were inadequate and not resourceful. There were hardly any important things to notice in their reflection for further analysis.

As for the reflective cycle, the reflections coded as non-reflection showed that they could only provide two out of six criteria in the reflective cycle from the theoretical framework. The student teachers did successfully write about their experiences in their micro-teaching. However, there was little or no attempt to analyze the experience. Their reflection did not include any feeling, making them sound soulless and dull. They might include either evaluation or action plan in their reflection. However, their reflection stopped at that part without having a proper conclusion at the end. Their reflection focused mainly on the statement of experience and what they could do to fix it. Their reflections sounded like a simple note.

Depthness of Reflection of Student Teachers' Reflective Writing

The (Kember et al., 2008) protocol has been used as a tool to analyse the depthness of reflection in student teachers' reflective writing. These reflections have been determined through document analysis. The documents analysed were established through the collection of weekly reflection from student teachers who were undergoing teacher training course KPD 3016. The findings obtained are utilized to answer the purpose of this research.

Briefly, the literature review suggested that the assessment of reflection had been researched for so long. There have been many arguments about the reliability of its assessment and the best way to do it (Moniz et al., 2015). To understand and differentiate different levels of depthness of reflective writing, the researcher has exploited the use of (Kember et al., 2008) protocol to aid him in understanding the complexity of reflective writing.

From the data discussed earlier, only 2.1% of the total reflection is labeled as critical reflection. This number is considered very low since reflection is important for the critical development of the student teacher. Without critical reflection, they could not learn much from their classroom experience to make amendments for better teaching and learning (Gorski & Dalton, 2020). Critical reflection required vivid evidence of change of belief, perspective and behaviour. This process is quite complex as it requires them to evaluate their experiences properly, realize their mistakes, and then come out with a solution or even shift in their belief and thinking. This would result in them being more active, lively and engaging towards students who would challenge their students for a better teaching and learning process.

For instance, critical reflection also demands the student teachers to complete the reflective cycle process. These include the description, feelings, evaluation, analysis, action and conclusion. This occurs in a cycle infinitely, and whenever a new problem emerges, the same process occurs. It occurs in a cycle because it is ongoing and would always occur repeatedly. A critical teacher will never skip any step in the cycle of reflection as it contributes to a better understanding of the problem and provides ideas for finding a solution. Most of the reflections written by them tend to skip a process or more in the cycle. This confuses them in understanding the problem and eventually leads to finding an ineffective solution. That is why they kept on reflecting on the same

problem repeatedly as their previous problems were not solved effectively in their reflection. This is due to the lack of reading on the process of reflection.

Moreover, the inclusion of feelings in the reflection is important so that the reader can imagine the situation. It causes the reader to understand the hardship and problems they face during the teaching and learning process. Without it, the reflection will sound lifeless and dull. Their reflective writings are mostly bland as there is hardly any inclusion of feeling in their writing. Critical reflection must have a description of feelings during teaching and learning so that the reader can relate the problem and issue raised to them. It enables the reader to understand the writer's personality through reading. This opens the opportunity for the reader to give deeper interpretation and insight about their reflection.

Furthermore, world knowledge is one of the important elements to be included in reflective writing. World knowledge is the knowledge which is outside of the boundary of teaching and learning which can be applied in the classroom. This is because sometimes the knowledge which is outside of our context is able to give wider idea on different perspectives which we teachers might overlook. This enables us to come out with better solution and approach in tackling the problems and issues in the classroom context. From research findings, critical reflection mostly contains this knowledge, and they were able to use it and solve their problems. However, most of them failed to include world knowledge in their reflection. This is mainly due to their inability to make sense of it to exploit the knowledge to fit into their situation or context.

Based on the findings, the researcher has also found the lack of past experiences and prior knowledge being included in their reflection. It is really important to be reflected as it would greatly help teachers understand the reoccurring problems they often face in the classroom. Without it, we could see almost all the problems in the classroom were left unsolved, and it reoccurred again in the next classroom session. In the end, the problems were being stacked, which would lead to a bigger problem in the future. Only the reflection coded as critical reflection and reflection included this in their writing. This made their reflection become their guidance in writing the next reflection. Their reflection was seen as if it was related to each other, and every reflection they made was guidance for the next lesson. In solving a new problem, we must ensure that the previous problem is no longer in our way to conduct the next lesson. That is why reflecting on the experience is important so that we are always aware of it and make sure that it will not reoccur.

In general, only a very small percentage of student teachers achieved the highest depthness of reflection, critical reflection. The majority of the students could only write reflection coded as reflection and understanding. However, the number of non-reflective writing is still quite significant considering that they are student teachers who would adopt reflective writing as their habit in teaching and learning.

CONCLUSION AND RECOMMENDATION

In conclusion, the level of reflection among student teachers during 14 weeks of the study showed that 2.1% is critical reflection, 37.6% is reflection, 43.6% is understanding, and 16.7% is non-reflective. Overall, this research has shown different depthness of reflection in teacher training course classrooms. It makes them aware of their achievement in reflective practice and promotes critical reflection through the findings of this research. Certainly, this research can be used as a guideline for the student teachers in developing the reflective practice and can improve the quality of reflection. In addition, this study is expected to help and contribute in designing a systematic

reflective guideline to contribute towards teacher professional development and underline the required values, skills and knowledge the teacher must possess to be aligned with the global educational landscape. This will ultimately help the Ministry of Education create a conducive 21st-century environment in school to produce future generations who can survive globally.

Since this study was conducted on pre-service TESL teachers, the results obtained in this study might not be applicable for other teachers in another field. It is suggested for the next study to explore the output from the teachers and practitioners from different fields of expertise and different age group. Next, future studies should diversify the use of instruments and subjects of study.

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