Understanding Student-Teachers' Concerns in EFL Teaching through Reflective Practice

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Abstract: *This article presents the student-teachers' perceived strengths and weaknesses of a study conducted to explain the extent to which reflective teaching can improve the student-teachers' pedagogy competence in teaching English as a foreign language. The study was conducted with 29 EFL students who were taking a Micro Teaching subject at the English Department of a state university in Indonesia. The data were collected through journal, observation, and interview. The results of the analysis show that the student-teachers:1) focused their attention on five aspects of teaching, 2) perceived that the most problematic aspect was how to teach rather than what to teach, 3) thought that their difficulties were mostly due to lack of practical models, 4) did not think they had problems in their English. Except the last, the student-teachers' perception about their teaching was generally congruent with the researcher's observation note.There are three important conclusions that can be drawn from this study. First, reflective teaching was a good strategy to raise the student-teachers' awareness of their strengths and weaknesses. Second, the student-teachers had relatively good capability to judge their own performance. Third, journal can be considered asuseful instrument to unveil the student-teachers' concerns and difficulties in teaching English.*

Keywords: microteaching, reflective teaching, reflection, journal

1. Introduction

Teaching problems and difficulties faced by student-teachers are often considered natural and inevitable because the students are still in the process of learning how to teach, and thus are inexperienced. It is usually believed that the problems will eventually decrease as they become teachers later. However, prospectiveor new teachers often face problems in putting declarative knowledge (in this case knowledge about language and theory of teaching) into declarative knowledge (the ability to teach the language). Bailey (2006) states: "novice teachers may have credible knowledge. However, they may lack the skills for working with real language teaching". In order to enable prospective teachers' to put theory into practice at university or college they usually opportunity to practice teaching in a class called as Micro Teaching.

Microteaching serves as a transaction for some participants during transition from theory and practice (Gürses et al. in Saban and Coklar, 2013). In micro teaching the complexity of teaching in a real classroom is reduced, so that new teachers or prospective teachers have the opportunity to concentrate on one particular aspect or skill at a time (Wragg, 1999; Wahba, 2003). According to Şen(2009), microteaching allows prospective teachers to try and improve certain teaching skills and behaviours in a controlled way in a laboratory environment. Through such practice they learn how to put theory into practice.

The advantages of micro teaching have been revealed by many studies (e.g. Şen, 2009; Fernandez and Robinson, 2006; Ramalingam, 2003). The results of a study conducted by Şen (2009), for instance, showed that that micro teaching was useful because it provided prospective teachers with chance to observe themselves while gaining experience and improved their self-confidence. Studying the practices of microteaching with pre-service teachers' Saban and Coklar (2013) found that microteaching gave a chance to the pre-

service teachers to evaluate their strong and weak aspects in teaching.

The most common version of microteaching practiced at university is peer microteaching. Peer micro teaching is very effective in developing prospective teachers' skills because a student-teacher who teaches usually receives feedback not only from the lecturer but also their peers as sources of reflection. The discussions among the student-teachers and with the lecturer/supervisor may develop "inter subjective understandings" through the process of "cognitive apprenticeship" and "critical thinking" (Bailey, 2006:231-232). The former occurs when the student-teachers monitor their performance and compare it with experts' ways. The latter is the process in which the student-teachers look at a teaching problem from different views to find a solution; it is a reflective practice.

Self-reflection is a strategy useful to accelerate improvement in teaching. Hopkins (2008) underscores the importance of the teacher's ability to reflect upon their teaching systematically and to make meaning out of the reflection. Through this strategy prospective teachers and teachers look back at their own teaching, the process through which they gain understanding and awareness of their strengths and weaknesses. Once a teacher is aware of his/her weaknesses, he or she will most likely have idea of what to improve and find ways to solve his/her teaching problems. Even though reflective teaching has been suggested for its several advantages, it has not been taken as a regular practice.

There have been a number of case studies showing that reflective teaching give positive impact on teachers' teaching. Trainee teachers and lecturers were interested in giving their positive response toward the use of self-reflection to improve teaching (Cornford, 2002), and brings about positive changes in both prospective teachers and teachers' teaching performance and professional development (Cirocki et al., 2014; Farrell, 2007). Kettle and Sellars (cited in Ferraro, 2000) observed that peer reflective

groups enabled student-teachers to relate existing theories and their own perception and views of teaching. The use portfolios in reflective teaching also provided benefits in developing student-teachers' critical learning, modes of inquiry, and knowledge and value sharing (Rearick in Ferraro, 2000).

To date, however, studies that unveil the implementation of reflective teaching to prospective teaching who will teach English as a foreign language are scarce. In addition to the shortcoming, this current study was also motivated by some interesting facts that emerged in English Micro Teaching class I handled for some years. For instance, the theories of teaching the student-teachers had learned did not always work when they applied them in teaching. In addition, when theytaught, many of them seemed to ignore English itself; they focused more on the structure of the texts they had to teach.The purpose of this study was to apply reflective teaching to improve the student-teachers' pedagogic competence in teaching EFL. This article focuses on the results of the research which reveals the student-teachers' concerns and their difficulties in teaching as reflected in their journals and supported by interview and observation. It is argued that understanding the student-teachers' voice in their reflective teaching is one way to understand why they do what they do and what they think they should.The results of this study are expected to give some contribution to EFL teaching programs in assisting their prospective teachers.

2. Review of Related Literature

There are a number of measures that people usually use in evaluating the success of teaching and learning process. Among others are the attainment of the objectives, the students' progress, students' motivation, and the improvement of the process or/and the results. The latter, especially, would be unlikely possible if a teacher does not attempt to make some improvement in their teaching.

Reflective teaching is a strategy for teaching professional development in teaching (Ferraro, 2000; Cornford, 2002). Drawing on the definition of education, Rodgers (2002: 848) defines reflection as a "process of reconstruction or reorganization of experience which adds to the meaning of experience". It is an ability to draw a conclusion about the past to plan future actions by making use information gained through experience (Pisapia, 2009). This practice is based on a rationale that adults have capacity for self-reflective thought (Kohlberg 1981 in Murphy 2001). Teachers may do reflective teaching, but on irregular basis or "rapid reflection" (Bailey, 2006:329). In effects, the results are temporarily in nature and are often not followed up. Cirocki et al. (2014:27) advocate for the use of regular reflection as "it is planned, active, persistent, and heightens a teacher's focus on problem-posing in their classrooms".

Normally, as stated by Rodgers, "as soon as one is in an experience, as well as after an experience, spontaneous interpretation of what is going on ensues" (2002:852) Further, Rodgers argues that interpretations are dependent on the person's preferences, desires, and his passion. In teaching, these factors are reciprocally influenced by experiences which include direct teaching experiences,

experiences of observing others' teaching, and experiences gained through studying and reading theories about teaching. It is the "ability to use perceptions, experience, and information" to form conclusions about the past to guide future actions that is meant by reflection (Pisapia, 2009: 67, Cirocki et al., 2014: 27). In the process and after teaching teachers and prospective teachers as well look at their teaching, and thus learn their strengths and weaknesses and raise their awareness on their beliefs. It is a means to provide a teacher an opportunity to consider the teaching event thoughtfully, analytically, and objectively (Cruickshank and Applegate in Bartlett, 1990).

Reflective teaching is a process through which we "gain awareness of our teaching beliefs and practices" and to learn "to see teaching differently" (Gebhard and Oprandy, 1999: 4). This is important since sometimes teachers are not aware of their own belief that constitutes their attitude. Bailey (2006) states that one's beliefs and attitudes profoundly influence the way s/he defines effective teaching. Thus, it might not surprising to find out a teacher claim who claims to apply a certain teaching approach/method but actually teaches in a different way because of his/her belief about teaching and learning a language. Student-teachers who certainly have held certain beliefs about teaching shaped through learning theories about teaching and experiences as students should be encouraged to do reflective teaching.

As for language teachers, Murphy (2001) points out three purposes of reflective teaching including: 1) to expand understanding of teaching-learning process; 2) to expand repertoire of strategic options as a language teacher, and 3) to enhance the quality of learning opportunities. Teachers think about what happens in classroom lessons, and how and why it could happen. This leads to searching for alternative means of achieving goals or aims.Thus, reflective teaching deals with gathering data about one's teaching, interpreting the data, and using the data to implement change (Bailey, 2006). Experiencing various teaching contexts with a wide range of ups and downs stories certainly expand teachers' strategic options they can apply appropriately to improve the quality of their teaching outcomes.

For student-teachers the benefits of reflective practice are twofold. First, it raises student-teachers' awareness of their strengths and weaknesses as a point of departure for improvement (Bailey, 2006; Richards and Lockhart, 1996). Feedback from peers and their lecturer (s) are good supporting sources of reflection that can be used by the student-teachers. Second, the practice of reflection will build a strategy for professional development they need along their teaching career. Blank (2009: 42) affirms that reflective practice guarantees the development of "greater levels of self-awareness about themselves as practitioners and as people", which leads to professional growth. This is made possible by the process of reflection through which student-teachers develop their reflective and critical teaching (Keyes, 2000; Zeichner, 2003; Rust, 2007).

Bailey (2006) explains five dimensions of reflective teaching suggested by Zichner and Liston. They are categorized into reflection-in- action and reflection-on-action. The first category consists of rapid reflection

(automatic and instantaneous) and repair dimensions (online decision making). The second comprises review, research, and retheorizing and reformulating dimensions. These three dimensions occur after or before teaching. Review includes thinking and writing about one's work. Research is systematic thinking and observation to collect data over time. Retheorizing and reformulating is a long term process where teachers make connections between their work and the work of other professionals.

There are five phases of reflective teaching as suggested by Stanley (1998). The phases are not necessarily sequenced. The first one is engaging with reflection. This occurs when teachers are curious about reflecting on teaching. The second one is thinking reflectively, the phase when teachers look back at what they have done wrong and question themselves why they have done so. Using reflection is the third phase. In this phase teachers understand reflection and use it as a tool for improvement. The next phase is sustaining reflection that "involves continuing reflective work in the face of adversary" (Bailey, 2006: 327). The last phase is practicing reflection. Teachers use reflection as an internal part of their teaching.

Murphy (2001) suggests several tools for reflective teaching. Three big ones are formative feedback from learners, formative feedback from other teachers, and self-generated sources of information. In each category there are some alternatives. For instance, feedback from learners can be gained questionnaires, interview, or even dialogue journals. Feedback from other teachers can be obtained from field notes and observation. Retrospective field notes, video recording, and stimulus recall are examples of self-generated sources. Bailey (2006) discusses elsewhere the strengths and the challenges of each tool. By combining two or more three tools, as Murphy says, a teacher can get comprehensive information about his/her teaching. A combination of some tools was employed in research about reflective teaching/practice (e.g. Stanley, 1998; Farrell, 1998; Cirocki et al. , 2013).

In short, reflective teaching should be done continually to empower teachers to develop their teaching skills. It can build the three traits mentioned by Bailey (2006) that teachers should possess in order to be professional. They are "open-mindedness, responsibility, and wholeheartedness" (p. 329). In order it becomes their integral part of their teaching, without which teachers think that they think they have not done enough, it has to be introduced and practiced by those who will become teachers (i.e. student-teachers).

3. Methods

This is a descriptive study employing qualitative approach. The participants were 29 students (called as student-teachers here) who were taking a Micro Teaching course unit the first semester of 2014 academic year. They taught three times; each time each student-teacher taught a certain text type in accordance with the materials (text types) the English high school curriculum in Indonesia. For the first two teaching presentations, they taught an interactional and a monolog text (e.g. greeting and narrative), and for the third teaching

presentation they were required to choose to re teach one of the first two texts.

The data were collected through journals written by the student-teachers, observation notes by the researcher (i.e. the lecturer), and interview conducted with the participants. The student-teachers were told to write the results of their reflection based on what they thought they did successfully (well), what they did not do well, and what they thought they had to do to improve their next teaching performance. Their teaching presentations were video-recorded, and they got the recordings to watch to support them in doing reflection. Right after teaching each student-teacher was required to express his/her opinions about his/her opinion his/her teaching presentation orally to the class. Then, she or he received feedback from peers and the lecturer. At home the student-teachers were assigned to reflect upon their teaching and recorded the result of their refection in a journal. They were also equipped with the recordings of their teaching presentations. By the end of the program implementation, they were interviewed to clarify their journals and why they did what they did in their teaching. The data obtained through these instruments were analyzed qualitatively and the results of the analysis were described as they were.

4. Findings

The results of the analysis showthree major findings. First, reflective teaching was an effective strategy to make the student-teachers aware of their strengths and weakness which in turn help them foster their teaching professional development skill. Second, this study reveals the teaching aspects that the student-teachers were concerned in their reflection through which their difficulties were unveiled. Their concern about their problems and difficulties emerging in their journals show that for them teaching is more on about 'how to teach', not really 'what to teach'. There were five aspects of teaching that emerged in the students' journal. They were techniques of teaching, materials, media, classroom management, and language use. Third, the results of the interview and observation confirmed most of the points written by the students in their journals.This means that the student-teachers had reasonable good ability to assess their own teaching performance. In spite of them, they overlooked some important points such the importance of using accurate English. The description of the findings is organized and will be presented in accordance with the five aspects emerging in the student-teachers' journals, which are corroborated with the results of observation and interview.

5. Techniques of Teaching

Ways of teaching which revolve around some terms as 'technique', 'strategy', 'method', and 'activity' used by the student-teachers in their journals was the most aspect the student-teachers were concerned about. All students were unsatisfied with the teaching techniques they applied in their teaching, especially at the first teaching presentation. Their notes can be grouped into thoughts and feelings related to uncertainty and unsuccessfulness.

a. Uncertainty

Many student-teachers (70%) wrote that they felt uncertain with the techniques of teaching they applied. Some said that they did not really know how to apply the methods of teaching they had learned in a TEFL subject into practice. The others were not sure whether what they did was congruent with the theories they had studied in TEFL and Topics in TESOL courses. Here is a quote from a journal.

Ana: Even though my understanding on descriptive text is good enough, I am still in doubt what activities the students have to carry out during the lesson. My problem is how I should I deliver the concept to the students. My explanation was more likely to be a presentation in a seminar. It seemed hard for the students to understand.

The results of the interview elucidate the points made by the student-teachers in their journals. They stated that even though in TEFL and Topics in TESOL subjects they did discuss several methods and techniques of teaching English, they hardly had a model of application or were modeled by the lecturers how to put a theory into practice. Moreover, they were not given opportunity to practice in order to exercise their understanding about a theory of a teaching method as well. Thus, as they said, when they designed the activities and applied in the class they sometimes felt that they might not be right.

b. Unsuccessfulness

Ten student-teachers (30%) felt that they were not successful in their teaching activities. Some felt that the techniques they chose were not appropriate because of one or two reasons below.

- The techniques did not help them reach the objectives of teaching
- The techniques did not seem to make the students interested in the lessons.
- The techniques did not really make their students active
- The activities were not well sequenced, so that their students were sometimes confused

The results of the interview show that most of them could feel that sometimes the strategies or the techniques they used were flawed; the results turned out to divert from their target. One of the students, for example, said that actually he wanted his students able to tell a procedure text, but he made the students busy with making a paper-bird, the object through which he taught the text.

Roni: I felt less satisfied. I found a lot of flaws in my performance. I didn't convey the purpose of the lesson. I didn't sort the difficult words. The students had difficulties in understanding the text. My teaching method is less good.

The observation notes were also in line with the student-teachers' journal and the results of the interview. They had various problems dealing with the activities how to deliver the lessons. The biggest problem they had was concerned with how to model to understand and produce texts. They tended to instruct their students to understand and create the texts without modeling or only by giving minimum guidance. In teaching reading skill, for instance, they asked their students to read silently and answer some questions about the texts in oral or written form without scaffolding the students. They did not give a model of how to apply some reading strategies such as guessing the meaning of a word based on the context. To some extent, this was also affected by the fact that their students' difficulty in acting as the real high school students; most of them answered the questions correctly. The student-teachers also created activities that tended to be teacher-centered. Some of them had written their teaching activities pretty well in their lesson plans, but they faced difficulties in executing the activities. For pre-teaching activities, all of them wrote building background knowledge as one of the activities. Unfortunately, what they did was limited on asking a couple of questions to check whether their students had ever known or heard the topic or the name of the text. In conclusion, what the students wrote in their journals and what they thought about their teaching techniques were what came to realization as affirmed by my observation notes.

6. Materials

Many students (22) also commented on their teaching materials. Their awareness of the text complexity might be triggered by the lecturer's and their peers' comments after their teaching. Most of them expressed their disappointment with their own materials, while three student-teachers felt satisfied. The results of journal analysis and interview indicate that their concern falls into:

a. The language complexity of the texts
b. The length of the texts
c. The topic choice
d. Vocabulary

They wrote in their journals that after teaching they were aware that the language of the texts was pretty complex and long. Besides that, some texts contained many new words. Some of them also thought that the topics of the texts were not attention-grabbing. Here is a quote from a student's journal.

Nia: *I was not satisfied because of several reasons. The first one is about the material that I provided. I thought it is a bit longer for them. May be the students would not really understand about the content of the text because there was so many new words or difficult words.*

In the interview, 40% of the student-teachers expressed that it was difficult for them to judge the readability of a text even though they had learned about the characteristics of good materials in a Materials Development subject. For instance, a student stated that she could not determine the appropriate difficulty level of a text for her students. Most of them did not want to be bothered, so that they took the texts from the textbooks. However, as they stated, another problem emerged; they found some of the texts were not interesting. Thus, they tried to find those from other sources such as from internet or other books. While they considered the materials interesting, in their reflection they thought that such materials must be difficult for the real students in terms of the language of the texts.

The observation notes indicate that the student-teachers had greater problem than what they thought. First, the materials coverage was incomplete. 75% of the student-teachers did

not include vocabulary building and exercises. No one included grammar focus discussion when they taught interactional texts. They emphasized specific expressions used in a certain text type and models of conversations. Also, listening materials were evidently confounding for the student-teachers. Some were too difficult and did not really contain the targeted utterances or language expressions.

7. Media

All students used media in their teaching because they were required to do so. Most of them used multimedia, while a few also used pictures and realia. Yet, only eight students wrote their opinions about their teaching media in the journals. Their comments can be grouped into:
a. The attractiveness of the media
b. The practicality
c. The suitability

They were aware of the fact that their media were not attractive. In the interview they said that they could tell that from their students' less reaction or attention toward the media. Their students did not show their eagerness and some even did not really look at the media. So, they concluded that their media were not attractive.

As for practicality, they judged it based on the time spent and the process of using compared to the extent to which the media helped the teachers to convey the message. In the interview a student gave an example about the video she used in teaching an interactional text 'giving compliment'. She showed a video of a film in which two actors were having a conversation. After a quite long conversation, an actor gave a compliment to the other; it was only one expression of giving compliment that emerged in the quite long conversation. She considered it not practical as she spent about 15 minutes just to introduce one expression of compliment. Here is a quote from another student who commented her media.

Annisa: *The impact I am too focus to the power point I forget to prepare the song. I should cut the video for the second exercise but I don't do it. So, I don't play any song in the second exercise.*

The suitability of media also became a point commented by a few students (25%) in their journals. They felt that their media were not really suitable with the students' age and their level of education and the focus of the texts. For instance, a student wrote in her journal that he thought some pictures of objects of tourism he used were not relevant with the focus of the lesson (i.e. describing a place). He did not use the pictures to explore the students' background knowledge related to the language for describing a place well. In fact, he was busy asking the students about their experience about each place. Unluckily, the students were not really familiar of the places. In the interview the student said that he took the pictures because they were available and interesting.

S : *I can (could have) utilize digital display such as projectors and layer provided in the classroom to show my examples clearer so that the students can easily observe them. Another option can be using printing display of examples put on the board. The printings should be in adequate size and clear condition.*

The observation notes indicated that the biggest problem the student-teachers had was optimizing the use or function of the selected multimedia. Most of them used the media only for introducing the topic of the lesson or attracting the students' attention. They should have been able to use the media for building vocabulary and generating ideas actually. Unfortunately, those who did not write their reflection on mediasaid that they thought that their media were okay.

8. Classroom Management

Five students (20%) reflected upon their classroom management. Their comments dealt with the problems of handling noisy students. They admitted that it was bothersome when some students kept talking and laughing while the others were doing the tasks or when they were explaining something. They claimed that they felt disappointed when their efforts of making their students silent did not work. Nonetheless, most of those who commented this aspect of teaching believed that their friends did it on purpose to tease or 'test' them.

Revi: *The other problem that I had faced during teaching is about how to control the students when we asked them questions. I knew that we should give them questions. I knew that we should give them questions firstly, then we can choose the students to answer it. But, when I did that, almost all students answered it together and made me confused.*

Classroom management problem was not aligned with the observation notes. I noted that many students had various classroom management problems beside the one commented by the students. First, some had difficulties in sharing their attention evenly to the students. They tended to focus on one side of the class or a small group of their students. In the interview none could explain the reason; they said that they were not aware of that. I thought it might happen because they received attention from the group they paid attention to. The second one is giving turn and applying wait time strategy. Some students were not able to give turn to their students fairly and appropriately. There was a tendency for them to choose those who only raised their hands or those who were considered able to answer the questions and give opinions. In effect, the same students got repeated chances, while some other students who probably would like to participate did not get turn. Furthermore, many students were not patient to wait for their students to respond to their questions. Thus, they either gave the turn to another student or change the question, or answer the questions themselves.

9. Language Use

Only a couple of students wrote about their English in their journals. They were aware of their language problems. Three students stated that they thought they had made many grammar mistakes in their teaching. One student wrote that her language was complicated; this student might be aware of her problem after receiving comments from the lecturer and some of their colleagues.

Sakinah:*I need to speak slowly in front of the class. I really need to slower the way I speak because the students will not get what I said when I speak very fast.*

The results of observation, however, showed that the student-teachers had many language problems. Their major grammar mistakes included using interrogative sentences, parts of speech, verbs for singular and plural nouns, simple past tense, and modal auxiliary. The problems of each category varied. To illustrate, their interrogative sentences often miss auxiliary 'do/does/did/is/are' in which they were needed. For instance, they said "why her step sisters leave her"; here auxiliary 'did' was absent. For telling past events when they gave an example of a recount text, some of them either used merely simple present tense or mix it with simple past tense. Even though those mistakes did not hinder the meaning being conveyed, they became poor model for their students.

When asked in the interview why they did not write this aspect in the journals, their answers were quite surprising. First, some said that they did not think that making grammar mistakes was a big deal. They argued that the most important one was meaning (i.e. as far as their students understood what they meant) according to the principles of communicative language teaching. Second, as English was not their first language, they thought that making mistakes was normal and thus should be understandable.

10. Discussion and Implication

The results of this study reveal some interesting things to be highlighted. Reflective teaching is a useful practice to develop student-teachers' sense of professional development. In fact, through reflection they can develop their capacity to evaluate their own teaching. The participants of this research showed that they were reasonably able to identify their weaknesses and strengths. Generally, the student-teachers' perception of their teaching (i.e. what they think have gone well and what are problematic) tend to be compliant with ours (i.e. supervisors' or lecturers'). This affirms Kohlberg's argument that as adult learners, student-teachers have a capacity to evaluate their own teaching (in Murphy, 2001). It is also a promising practice as awareness of one's ability is an important initial stage of making improvement.

The student-teachers were nervous more on *how to teach* than *what to teach*. Their notes in their journals suggest that they were often worried and felt unsuccessful in the way they taught. Even though it may be understandable why they were concerned much on how to teach as they had not experienced teaching, their comments about their difficulties in interpreting theories of teaching they had learned into practice needs attention. The student-teachers actually face problems in arranging "internal structure of lessons" (Rodgers and Lockhart, 1996). In fact, they had learned approaches and methods of teaching English as a foreign and second language, but they had limited skill to divide a lesson into sub-activities, to sequence the activities, and to orchestrate transitions between activities in accordance with the principles of an approach or method they adopted. Based on this result, it is argued that scaffolding student-teachers to

transfer their declarative knowledge into a procedural one is essential. In fact, not only did the student-teachers have difficulties in interpreting the principles of an approach, they also had misunderstanding of the principles of an approach, in this case is the Communicative Approach.

Then, a rather surprising fact is that the student-teachers thought that making grammar a mistake was not a problem as far as their language was understood by their students. This is against a common sense that foreign language learners are usually concerned much about their language (e.g. diction and tenses). A possible reason behind this is their misunderstanding of a principle of Communicative Approach which puts meaning before form. Savignon (2002: 6-7) states:" The perceived displacement of attention toward morphosyntactical features in learner expression in favor of focus on meaning has led in some cases to the impression that grammar not important." Student-teachers need not hold this view as their English is exposure that is picked up by their students. It is known that in an EFL class, teachers' language is an important primary input for the learners.

Classroom management was a teaching component the student-teachers could not really practice. They were not challenged to exercise their skill to manage a class. This is why peer teaching is often criticized most in terms of artificially of the environment. Thus, in Şen's study (2009)the participants often complained about their peers not being able to pretend to be students. In addition, the student-teachers seemed to perceive that classroom management merely dealt with handling students who had behavior problems. In fact, they ignored some other matters dealing with classroom management such as giving turn and giving equal/balanced attention. For this reason, teaching study programs as where this study was conducted should find a strategy how their prospective teachers can have opportunities to practice classroom management to anticipate problems associated with classroom management at real schools. Classroom management should also be discussed in any related subjects such as TEFL.

In spite of the student-teachers' ability to evaluate their own teaching performance, student-teachers are not yet capable of looking at their teaching in the reflection thoroughly. They overlooked some points at times that they should improve in their following teaching performance. They focused on the major aspects and those they were not sure such teaching techniques and materials. Moreover, they sometimes had problems to articulate their own difficulties. This is most likely caused by their very limited experience of teaching. For these reasons, more detailed guide how to do reflection is needed and the lecturer's and the teacher's comments remain necessary.

11. Conclusion

The results of this study reported here indicate that reflective teaching of a group of student-teachers teaching EFL unveiled their concerns on five key domains of teaching and difficulties in teaching. Their main concern was *how to teach*. Their judgment about their teaching presentation was fairly similar with the result of observation of the researcher. This means that the student-teachers had good ability to

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2673

evaluate their own teaching. In spite of that, it was unpredictable to find out that most of the student-teachers in this study did not care with their English. Based on the interview, it was gathered that they had some misunderstanding with a certain approach and the importance of having accurate English. The student-teachers' difficulties in teaching shed light on how to guide and scaffold the student-teachers. To maintain good practice and to amend misconception, reflective teaching should be applied to EFL learners learning how to teach. Finally, as reflective teaching was evidently beneficial not only the student-teachers but also for the lecturer/supervisor, itshould become an integral part of the syllabus of a Micro Teaching or Peer Teaching practice a teacher professional development program. Further research is needed to get more insights about the implementation of reflective teaching in EFL contexts.

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