Self- And Peer-Reflection in Teaching Practice Program: Unveiling Reflection Preference, Benefits, and Challenges

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Abstract

Previous studies have been conducted to explore the incorporation of self-reflection and peer-reflection in both quantitative and qualitative works, yet the delve of the reflection preference as well as the benefits and challenges of its employment remained indefinitely. This study, employed in a survey form, was conducted in a state university involving 107 sophomore students who were taking Microteaching Course. Questionnaire and in-depth interview were administered to collect the data. The data from the questionnaires were analyzed to reveal the descriptive tendency of their perception, while the interview results were interpreted through content analysis. The findings highlighted that 7 (6.5%) students preferred to employ self-reflection, 21 people (19.6%) desired to use peer-reflection, and 79 (73.9%) preferred to have both in their teaching reflective practice. Specifically, among those 21 students, 16 (76.2%) out of them preferred to have their lecturers as the source of the feedback, while the rest was confident enough to be reflected by the other students. Furthermore, the results also revealed that the incorporation of self- and peer-reflection benefitted them in enhancing their ability of lifelong learning, self-assess, self-belief, and self-metacognition and awareness development. However, they also encountered some challenges during the reflection employment such as assessment objectivity bias, less confidence in delivering the feedback, time limitation, and diverse perceptions and interpretations. To overcome the issues, a comprehensive approach is needed to explore appropriate strategies to mitigate the identified issues as well as to conduct a longer-term study investigating the impacts on teaching competence and professional development.

Keywords: *benefits; challenges; reflective teaching practice; self-reflection; peer-reflection*

1. Introduction

In context of Indonesian teacher education, Microteaching program has been crucial component as the effort of meeting the curriculum's requirement to produce qualified and effective teachers (Cavanaugh, 2022). The program does not only aim to prepare the students be literate in planning and running the teaching and learning process effectively (Mahmud, 2021), but also play as an important place for students to develop their pedagogy skills, reflective ability, and self-efficacy (Crichton et al., 2021; Karakaş & Yükselir, 2021; Karlström & Hamza, 2019; Murphy Odo, 2022). It adopts constructivism approach in which the students are trained to plan and practice the teaching in controlled and supportive environments (e.g. microteaching laboratory) before they face the real classes (Erdemir & Yeşilçınar, 2021; Karlström & Hamza, 2019; Msimanga, 2020). The approach enables the students to integrate

the theory into the practice, develop the essential teaching skills, and build self-confidence (Mahmud, 2021; Nue & Manara, 2022; Riyanti & Sarroub, L, 2016). It also emphasizes the importance of self-evaluation and peer-reflection (Dharmaa et al., 2022; Karakaş & Yükselir, 2021; Mahmud, 2021) and utilizes constructive critics to identify the strengths and area for improvement (Marlina et al., 2023; Ratminingsih et al., 2017). Thus, Microteaching program does not only focus on teaching skills and techniques, but also self-confidence development, critical thinking, and reflection skills which are significant for being effective teachers in this modern education era.

One of the important aspects in Microteaching program that support the development of students' skills and competences is reflective teaching practice. Reflection in teaching is not only a matter of intuition or improvisation, but rather structured skills for teaching evaluation based on certain determined standard and criteria (Mathew et al., 2017; Shalabi et al., 2018). It is often referred as an investigation of previous teaching and learning activities to understand the learning needs, allowing the teachers to make changes and improve self-understanding and professionalism in teaching (Mathew et al., 2017; Olaya Mesa, 2018; Sellars, 2012). For the best results, it involves both concept and practice integrated with the teachers' awareness in assessing and evaluating the learning process (Olaya Mesa, 2018). The integration of concept and practice with teachers' awareness encourages them to take responsibility on their own professional practices, that their reflection practices benefit them (Farrell & Kennedy, 2019). Reflecting on the process of teaching and learning activities and analyzing the specific areas for their improvement ended with the constructive feedback given are actually the fundamental elements of teacher professionalism in creating better learning process and improving professional practice (Sellars, 2012; Shalabi et al., 2018). The feedback can be gathered from self-evaluation form and/or peer-evaluation form (Ratminingsih et al., 2017). Here, they need to focus on ensuring the appropriateness of the implementation with the planning, anticipating the similar challenges in future, considering students' needs, and understanding how they are all integrated into the teaching and learning process, so that the reflection practice could result on better improvement (Cirocki & Widodo, 2019; Shalabi et al., 2018).

In context of Microteaching, reflection involves three phases including lesson planning, implementation, and reflection through self-evaluation incorporated by the feedback from supervisor and peers (Crichton et al., 2021; Erdemir & Yeşilçınar, 2021; Karakaş & Yükselir, 2021; Karlström & Hamza, 2019; Murphy Odo, 2022). The results of the reflection provide opportunities for the students to critically analyze and conceptualize their teaching practices, enabling them to develop their professional practice and self-quality (Farrell & Kennedy, 2019; Mathew et al., 2017; Olaya Mesa, 2018; Sellars, 2012) as well as to understand the effects of each reflection type on them (Kano et al., 2017; Ratminingsih et al., 2017). During the incorporation of self- and peer-reflection, the students are engaged in process of systematic thinking that requires them to change their teaching belief, conduct innovation in teaching, and support effective learning (Saif & Safdar, 2023). Apart of enhancing critical thinking, self- and peer-reflection also emphasizes the productivity improvement in teaching and learning process, their understanding on the success and failure of conducting effective teaching, and self-awareness construction for better classroom performance (Zahid & Khanam, 2019) The results of self- and peer-reflection encourage the students to develop metacognitive ability, contributing on further professional development (Karlström & Hamza, 2019). These explanations imply for further suggestion that reflective teaching practice in form of self- and peer-reflection should be carried out through Microteaching as a teacher education program.

Previous studies have revealed related findings discussing the regulation of self-reflection and peer-reflection in Microteaching. While some of them emphasizes the exploration of students' perceptions on self-reflection (Aksu et al., 2023; Buchbinder et al., 2021; Murphy Odo, 2022; Saif & Safdar, 2023), peer-reflection ((Crichton et al., 2021; Karakaş

& Yükselir, 2021; Pow & Lai, 2021; Taghizadeh & Zafarpour, 2022; Trede & Jackson, 2021), and the incorporation of the two types (Erdemir & Yeşilçınar, 2021; Mahmud, 2021; Ratminingsih et al., 2017; Reddy, 2019), other studies informed the reflection forms and strategies (Saif & Safdar, 2023; Wahyuni, 2023). In addition, few studies emphasized the reflection experiences and the challenges (Haron et al., 2021; Karlström & Hamza, 2019; Kis & Kartal, 2019) and effectiveness of the students' teaching skills improvement (Wahyuni, 2021; Zahid & Khanam, 2019). Although some of them have revealed the benefits of reflection practice in Microteaching, three research gaps are still left uninvestigated. First, most studies focused on the effectiveness of reflection practice in general without distinguishing self-reflection from peer-reflection (Crichton et al., 2021; Karlström & Hamza, 2019). It raises questions regarding the students' reflection preference and perception. Second, although the benefits of reflection have been mostly discussed, few studies focus on investigation of the challenges encountered by the students in implementing self- and peer-reflection. The understanding of the challenges enables them to develop effective strategies that support their reflection practice. Third, most studies have been conducted in ESL context. Thus, more studies need to be done in Indonesian EFL context as cultural and educational system might be the factors that interfere how the students perceive and do the reflection practice.

Considering the aforementioned gaps, this study aims at exploring the students' perceptions on the use of self- and peer-reflection in developing their teaching skills performance through Microteaching Course. Specifically, this study identifies their reflection preference and unveils the benefits and challenges during the implementation. Focusing on Indonesian context, this study also provides insightful understanding that cultural and local educational system influences the way reflection practice is conducted during the program, which may significantly contribute to the development of teacher education program. The results of this study could be insightful as the source for designing more effective and responsive Microteaching program that could meet the requirement, considering the reflection preference and strategies in encountering the challenges.

2. Method

This study employed a sequential explanatory mixed method design to investigate the students' perception on the use of self- and peer-reflection in developing their teaching skills performance through Microteaching program. The design enables the researchers to initially focus on the quantitative data collection and analysis which is furtherly supplemented by the qualitative data support (Creswell, 2014). In the context of this study, the quantitative data were obtained through a survey regarding the reflection preference and their perception. The results of data analysis statistically informed whether the students' reflection preference was in form of self-reflection or peer-reflection or both and how they perceived them all. Following the quantitative findings, supplementary data were gathered from in-depth interview. The results revealed the benefits of using self- and peer-reflection and the challenges they encountered during the implementation.

The study was conducted in an Indonesian public university, particularly in English Language Education Study Program. Several criteria were administered to gather the participants, including (1) taking Microteaching Course, (2) using self- and peer-reflection during the course, and (3) willing to take participation in the study. Among 220 sophomore students, there were 107 students (84 female and 23 male students) willing to be the participants of the study. They were all ranged from 19 to 20 years old. The participants were involved to respond the questionnaire regarding the survey of reflection preference and perception after they finished doing the holistic teaching performances at the end of the semester. Ten out of 107 students (2 male and 8 female) were selected to participate in the in-depth interview

session. Instead of relying solely on their willingness, these ten students were purposively chosen based on specific performance criteria: five students who obtained the highest scores and five students with the lowest scores in their holistic teaching performance. This purposive selection was intended to capture a wider range of perspectives and ensure representation of both high-performing and low-performing students in reflecting on the benefits and challenges of self- and peer-reflection. The interview sessions were scheduled separately after all participants have responded the survey. In addition, to protect their personal information, they were coded by using a combination of numbers and letters such as S (student), F (female), and M (male). For example, S1-M is student 1 who is a male.

The data were collected from June to July 2024. Before collecting the data, the students were engaged in using self- and peer-reflection in 12 classroom meetings to provide them appropriate experiences regarding the reflection practice. These 12 meetings were conducted across 12 parallel Microteaching classes, each of which followed the same instructional procedures. The reflection activities were implemented consistently in all classes to ensure equal exposure and comparable experiences among the students. Both reflection forms were done right after they finished simulating the teaching skills. After 12 meetings, a number of instruments were used to collect the data.

First, questionnaire, administered through Google Form, was used to gather related information regarding their reflection preference and perception. It consisted of 4 questions of demographic data, 16 close-ended questions regarding the perception of using self- and peer-reflection, and 5 open-ended questions regarding the reflection preference, benefits, and challenges of the reflection practice. The 15 questions were adapted from Van der Kleij et al. (2019), including two dimensions such as quality of self- and peer-reflection (involving the usefulness, the encouragement, and the expectation) and the use of reflection (involving how reflection helped assess themselves). The instrument employed Likert Scale with 4 alternative responses, namely Strongly Agree (scale of 4), Agree (3), Disagree (2), and Strongly Disagree (1). The students responded to all questions based on their own reflection practice experiences.

Second, unstructured interview which was administered on 8th and 12th of July 2024 was to follow the results of the questionnaires. The questions were constructed by adapting the work of Van der Kleij et al. (2019). The questions focused on how they benefitted them, and the challenges they encountered. For example, the researcher asked "What benefits do you think you could take by using self- and peer-reflection in your Microteaching program?" and "What challenges you encountered in using both reflection forms?"

After the data were collected, they were analyzed both quantitatively and qualitatively. Quantitatively, the data obtained from the questionnaires were analyzed statistically to investigate the reflection preference and perception by interpreting the central tendency results of the data. The results would be presented in comprehensive charts to support the data interpretation. Additionally, the qualitative data gathered from the interviews were analyzed by using content analysis guided by predetermined thematic categories derived from the research questions. The analysis specifically sought content related to (1) the perceived benefits of using self- and peer-reflection and (2) the challenges encountered during the reflection practice, completed by the students' explanations of examples illustrating these experiences.

3. Findings and Discussion

The study initially was aimed at analyzing the students' perception when they were involved in using self- and peer-reflection during the Microteaching program. More specifically, it intended to investigate the reflection preference, the benefits of using reflection,

and the challenges they may encounter during the implementation. Questionnaire in form of survey was administered through Google Form and followed by scheduled unstructured interview.

Regarding the students' reflection preference, Chart 1 presents the results from the survey. The reflection preference was categorized into self-reflection, peer-reflection, and the incorporation of the two forms. Peer-reflection was categorized into two sources, namely feedback from students and feedback from lecturers. Among 107 participants, 7 out of them (6.5%) desired to use self-reflection only, 21 students (19.6%) preferred to use peer-reflection, and 79 students (73.8%) felt confident when they used both self- and peer-reflection. Regarding the use of peer-reflection, 5 out of 21 students (23.8% in this group) preferred to get the feedback from other students, while the rest (16 students or 76.2%) chose to get the feedback from their lecturers.

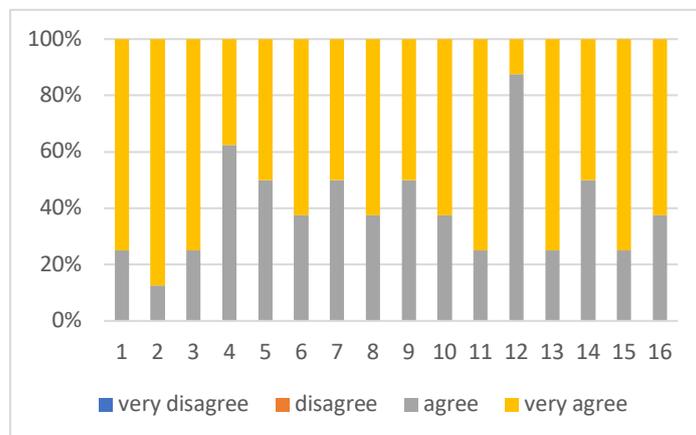Chart 1. Students' Reflection Preference in Microteaching Course
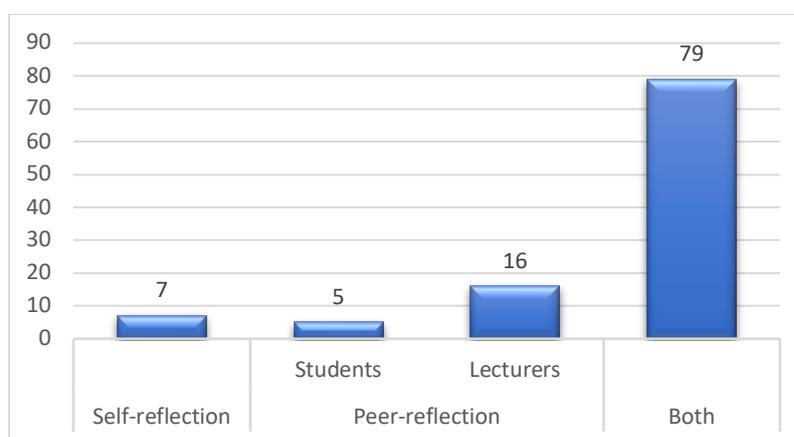
These findings revealed that the majority of the students (73.8%) preferred to use both self- and peer-reflection and the preference of self-reflection or peer-reflection was relatively low (6.5% and 19.6%). It indicates that the students tend to be confident and could take more benefits when they reflect on themselves supported by the feedback from the other students and lecturers. They perceived the lecturers as more reliable and useful source of feedback in their learning context.

Supporting these findings, Chart 2 displays the tendency of their perception on the use of self- and peer-reflection. The results showed positive tendency regarding the students' perception of using self- and peer-reflection. They mostly stated that self- and peer-reflection encouraged them to demonstrate appropriate effective teaching strategies with the characteristics and the material coverage as their consideration which was beneficial enough for them to plan the lesson. Reflection practice, in form of self- and peer-reflection, was considered to be effective to evaluate the effectiveness of teaching practice. They also perceived that reflection practice should be integrated with previous teaching experiences into the current teaching as it helped them introspect themselves and understand their strengths and some other areas for improvement. Additionally,

they also tended to perceive that self- and peer-reflection helped them develop their pedagogical knowledge by engaging them in reviewing literatures. Thus, it could enhance their independence and self-confidence. Although the findings revealed positive tendency of self-

and peer-reflection on teaching competence, the effectiveness of self- and peer-reflection may be contingent on how reflection practice was employed and facilitated.

Chart 2. Tendency of Students' Perception on the Use of Self- and Peer-Reflection

These findings reveal that the students' reflection preference seems to be the combination of self-reflection and peer-reflection. It indicates that the majority of the students are more confident to get more benefits when doing self-reflection supported by the feedback from other students and lecturers. The findings are in line with previous studies that emphasize the importance of integrating self-assessment and peer-assessment in teacher education program (Erdemir & Yeşilçınar, 2021; Mahmud, 2021; Ratminingsih et al., 2017). The combination of these two reflection forms could be interpreted as indication of being aware of multiple perspectives in reflection process. Self-reflection enables the students to introspect themselves and identify the areas for improvement (Ratminingsih et al., 2017; Saif & Safdar, 2023), while peer-reflection provides external viewpoints that could confirm or challenge their perception (Crichton et al., 2021; Kis & Kartal, 2019). The incorporation of self- and peer-reflection potentially create comprehensive and objective reflection process (Fatimah et al., 2021; Näykki et al., 2022). The arguments seem to support previous studies that consider the effectiveness of reflection practice in evaluating the teaching performances and help them integrate previous teaching experiences into the current teaching (Adadan & Oner, 2018).

Following these findings, scheduled interviews were conducted to explore their perception regarding the benefits of using self- and peer-reflection. Analyzed by using content analysis, the responses were categorized into four themes, namely the ability of lifelong learning, the ability of self-assess, the ability of self-believe, and self-metacognition and awareness development.

The ability of lifelong learning

The use of self- and peer-reflection appeared to assist the students in their lifelong learning process by improving the quality of their teaching acts. Reflection practice supported them to actively engage in their learning process, emphasizing that teaching and learning process did not end in one meeting only but rather involved ongoing reflective cycles. The process enabled them to determine specific goals, evaluate their learning progress, and make required adaptation. By determining the goals and doing ongoing assessment, they could enhance appropriate learning habits that would be beneficial for their future teaching profession. To affirm the findings, S6-F shared her experiences when using self- and peer-reflection.

> *Self- and peer-reflection help me a lot understand my strengths and limitations, including my teaching styles. It enables me to learn from my previous experience and make appropriate decision of how to perform better. (S6-F)*

In another context, S8-F narrated her opinion of how the reflection helped her in learning process.

> *I think I make use of the reflection practice as self- and peer-reflection provide me constructive feedback and suggestions which are the best for helping me realize the quality of my teaching skills. It engages me to explore the related literatures and innovate myself. (S8-F)*

Additionally, self-reflection which was incorporated with peer-reflection enhanced students' lifelong learning through collaborative learning. They learned to be open for critics and suggestions and respect diverse perspectives. The attitude of openness enabled them to deepen their understanding for better improvement. For example, S2-F argued how she improved her lifelong learning through collaborative work.

> *Having discussion with my friends during the reflection sharing is useful for me to learn more from others. It is the best for me to compare our experiences and I could try to implement it as the alternative solution for my teaching context, of course, with other possible adaptation. (S2-F)*

The ability of self-assess

Reflection practice, both in form of self- and peer-reflection, ended with the growth of students' ability in self-evaluation. It helped them critically acknowledge and understand the potentials and limitations, so they could decide appropriate strategies to improve. They perceived reflection practice as a mirror that provided external views regarding their teaching performances, thus the feedback helped them identify and aware of their own capabilities as teachers.

To improve the ability of self-assess, the students employed different assessing strategies while using self- and peer-reflection. Among the interviewees, S5-F confirmed on something.

> *I prefer to be reflected by my peers because it is more objective and detail, rather than I reflect on myself. The feedback could confirm on something I never be aware of before. From the feedback, I learn to reflect on myself and gradually it develops my self-sensitivity. (S5-F)*

Different strategy was employed by S1-F.

> *I prefer to reflect on my teaching performance by using reflective teaching journal and self-evaluation form given by my lecturer. Using the self-evaluation form, I could be aware of the crucial aspects of my teaching skills. I take a note on my reflective journal regarding what I have done in my teaching, how I felt, the good and bad things happened, and the alternative solutions I could think of to anticipate to similar problems. (S1-F)*

Another strategy employed by the students was noticed when S3-M used several reflective questions.

> *The self-evaluation form was a bit confusing for me to use. I would rather use some guiding questions as they accurately help me a lot reflect on my teaching*

practices in a systematic way. They engage me focused on some important points
of my performances. (S3-M)

Collaboratively, S7-F preferred to have interactive discussion after the reflection sessions. She explained how it helped her increase her ability to assess herself.

I'd like to collect all the feedback from my peers and compare it to my own
reflection. I like to discuss the feedback more after the reflection sessions with
my peers, sharing the ideas for better improvement. Sometimes, I chat my
lecturer to discuss the solution I have. It gradually makes me more sensitive to
myself when I reflect on my teaching acts. (S7-F)

Referring to these diverse responses, it could be implied that each individual has their own reflection preference and approach when assessing oneself. It is represented by their diverse learning styles and needs. However, the incorporation of self- and peer-reflection supported by the lecturers' feedback could significantly enhance their ability in assessing themselves and develop their teaching practices.

The ability of self-believe

Students' ability of putting certain belief on themselves is underlined by the importance of incorporating self- and peer-reflection. They perceive that the reflection practice could help them develop and strengthen their belief as teachers through many ways. It helps them believe on their potentials and limitations bringing effective results. Two out of 10 interviewees, S9-F and S10-F, shared their views.

The results of self- and peer-reflection in my reflection practice lead me aware
of my potentials for being effective teachers. Thus, it automatically makes me
believe on myself and confident to perform well. (S9-F)

The feedback from other students and my lecturer motivates me to innovate
myself. The positive feedback confirms the right path of my teaching and the
constructive ones result on self-improvement. (S10-F)

Additionally, other interviewees also stated their opinions to validate the arguments.

As self- and peer-reflection help me recognize my teaching styles and principles,
I could do specific adaptation based on my teaching contexts. Thus, I feel more
confident with what I have been and will be doing in my class. (S6-F)

Whenever I implemented the solutions suggested by my peers and they turned
out to be effective, I feel more convinced of my teaching ability. Ya, may be
because I feel my hesitation in teaching reduce, so I have doubtless to teach. (S8-
M)

Overall, the benefits of self- and peer-reflection has been proven to help the students identify their potentials and limitations as well as strengthen their belief as teachers. It implies on the development of students' self-confidence, self-improvement and innovation, and contextual adaptation in teaching. It is concluded that the reflection practice is crucial component in teacher professional development that is effective and responsive towards the learning needs.

Self-metacognition and awareness development

Reflective teaching practice potentially increased students' metacognition and awareness of their teaching performance. By improving self-awareness, the results of the reflection helped them be more considerate in making decision and understanding the effect on the quality of their teaching. One of the students, S4-F, confirmed how her reflection practice maximized her ability.

> *I am a kind of forgetful person, so I need to take notes on the feedback given to me. I often study the feedback again after the reflection sessions to get better understanding regarding strengths and weaknesses in my teaching. It enables me to be proactive in discovering the alternative solutions to improve myself. Doing this, I notice that being effective and innovative is important to be able to conduct effective teaching process. (S4-F)*

These findings reveal main benefits of using self- and peer-reflection that involve students' ability of lifelong learning process, assessing oneself, developing self-confidence, and developing metacognition and awareness. Reflection practice helps the students engage in active learning process, specific goals identification, and ongoing evaluation for further improvement (Farrell & Kennedy, 2019; Mathew et al., 2017). Some previous studies emphasize the necessity of using pedagogical knowledge (Adadan & Oner, 2018) and reflective thinking process (Choy et al., 2017; Choy & Oo, 2012) in developing students' teaching performance. The students' ability of assessing themselves also develops along with the use of self- and peer-reflection. The findings reveal various reflective strategies employed by students to reflect on their performances. The strategies help them make use of the feedback to identify the strengths and weaknesses objectively (Choy & Oo, 2012; Hattie & Timperley, 2007; Van der Kleij et al., 2019). It additionally contributes to the students self-believe which represents the students' high level of metacognition in problem-solving (Choy et al., 2017; Choy & Oo, 2012). The development of metacognition awareness leads the students aware of their own potentials for being effective teachers (Töman, 2017)which furtherly influence their ability of decision-making (Adadan & Oner, 2018; Wahyuni, 2023). The process engage them to think critically and analyze their own performances, enabling them to make approriate adaptation on the teaching planning and implementation (Adadan & Oner, 2018; Choy & Oo, 2012).

In spite of providing benefits of utilizing self- and peer-reflection, the students admitted that they encountered a number of challenges when using them. First, the students perceived that doing assessment objectively was something difficult for them. Sometimes, they could be too lenient and too self-critical. Most of the students were confused when doing self-reflection to reflect on themselves. Thus, they preferred to get the feedback from their peers as the comparison. This preference underlines the importance of peer-reflection to provide balance perspectives. Second, the interview results revealed that the students tended to be reluctant to deliver their reflection results. They showed their worries ending in misunderstanding, such as creating offended and uncomfortable moments. Thus, most of them preferred to provide the feedback in written forms. Some other students felt that their feedback was not critical enough to share, making them afraid of being hesitant and misunderstood. Third, reflection practice requires good management of time. Within limited time, the students felt challenging to do self-reflection right away after the teaching simulations ended, particularly when they applied reflection-on-action. Lastly, the difference of learning background, experiences, and perspectives could cause diverse interpretation in reflection process. It could lead to confusion and ambiguity for the feedback receivers. Some students, even, felt frustrated when they were given feedback that was less relevant and accurate with their own contexts. These challenges showed complexity in reflection practice and the importance of solving the problems.

Regarding to these challenge-related findings, it is well understood that the assessment objectivity could be notably defiance for the students. The bias in the assessment may be interfered by the different cultural background among the students that could orient on their knowledge transition, making their critical thinking less sharpened (Kis & Kartal, 2019; Töman, 2017). As the students are from different background, they also possess diverse perspectives and interpretations on the ambiguous reflection results (Taghizadeh & Zafarpour, 2022). The researcher assumes that this could be due to limited experiences in doing reflection practices as it is a new experience for them. Thus, they have tried hard to put a high concern on avoiding misunderstanding and discomfort. In effort to mitigate the challenges, it is needed comprehensive and adaptive approach. One of the answers is to provide comprehensive workshop and guidance of how to do effective reflection practice to avoid fatal cognitive loads (Kis & Kartal, 2019). Using flexible guiding questions could also be another alternative way to avoid rigid reflective process (Karlström & Hamza, 2019). Another way that could be done is to build good relationship between the students and the lecturers and among the students to start getting used to receiving criticism positively (Taghizadeh & Zafarpour, 2022). Another important point is also suggested that reflection practice should be integrated as a routine part of learning process to develop their reflective habits (Olaya Mesa, 2018). Furthermore, it is also important to create a balance between being independent and guided in reflecting on themselves, as well as provide more opportunities for them to share their reflective experiences as collaborative learning (Karlström & Hamza, 2019).

4. Conclusion and suggestion

In conclusion, the study implies significantly for further research and the best practice of using self- and peer-reflection. As the findings reveal the students' tendency of preferring the combination of self- and peer-reflection, reflection practice involves more comprehensive results. For further research, it is important to explore how the students' reflection preference impacts on their teaching competence development and further professional development. It is also needed to conduct further research regarding how reflection should be facilitated effectively in diverse contexts, particularly in EFL context. Thus, advanced discussion to identify effective reflective strategies is highly suggested. Concerning on the best practice of using self- and peer-reflection, the integration of the two forms could be strengthened through teacher education programs such as Microteaching Course, to support their pedagogical knowledge development, self-confidence and self-metacognition. This reflective approach is beneficial for enhancing their ability of lifelong learning process, enabling them for ongoing evaluation and improving their teaching practice based on their needs and growth.

Acknowledgment

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