

Research paper

Effect of Reflective Teaching Instruction (RTI) on Learners' Listening Skill

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Abstract

The current research investigated the impact of reflective teaching instruction (RTI) among pre-service EFL teachers to improve listening skill among EFL learners. The research sample included 100 Iranian learners who were selected as the participants of the study. Then they were randomly assigned into two equal groups of control and experimental. Each group included 50 participants. Both groups took the listening pre-test. The experimental group was taught by training teachers who used reflective practices. Learners of the control group received conventional instruction. These teachers did not use any reflective practices in the control group. But they continued with their usual methods and strategies of teaching. During 12 sessions of treatment, the first session was allocated to the homogeneity test and then the students took the pre-test of listening the second session. The other sessions followed the objectives of the current study. The results of the post-test indicated that the experimental group performed better than the control group ($p > .05$). Finally, implications suggest that the EFL teachers can use reflective practice in teaching listening skill effectively.

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Introduction

Listening skill could be the basic ability that children acquire to communicate with others. It provides the children with a foundation for all aspects of language and cognitive development. This skill plays a life-long role in the processes of learning and interaction

essential to productive participation in life (Abdalhamid, 2012; Tajik & Ranjbar, 2018). Listening as the Cinderella skill in second language learning has been overlooked by its elder sister – speaking. "Listening and reading are considered as the secondary skills- means to other ends, rather than ends in themselves" (Nunan, 1991, p. 33).

Fortunately, listening has achieved importance in the studies of language acquisition in foreign language classrooms. Several reasons are responsible for this growth popularity (Rost, 1992). The role of input in a comprehensible way has given a major effect of listening skill to boost to the efficacy of input. As Rost (1992) notes listening can be vital in the language classroom since it provides the learners with input that boost understanding at the right level. Without the appropriate listening input, any learning simply cannot start.

One important factor in teaching listening is teachers' experience since it helps teachers to choose suitable methods and approaches and to regard the different characteristics of the learners. Experience acts as a director. It guides teachers to define how and to whom, which contents and materials to teach especially in language teaching (Brown, 2007; Zahid & Khanam, 2019).

Reflective teaching may be another important factor in teaching listening (Esther, Pineda, Armengol & Moreno, 2013; White, 2006). Reflective teaching is a kind of self-questioning that the teachers' beliefs and ideas goals are involved. Teachers are analyzing, discussing, changing and developing practices used in the classrooms. Advantages of reflective teaching are numerous (Minott, 2010). Teachers revise, consider, evaluate their teaching experiences, and try out new strategies that are applicable, directed by themselves not administrated commands. Reflective teaching promotes individuals to think critically about the materials and methods (Yayli, 2009). This leads them to be autonomous in teaching, enables them to have active role in the class and be responsible for their teaching, identify the content deficiencies and address them. In addition, teachers as autonomous professionals take greater responsibilities in RTI for promoting their careers by raising the awareness of their own practice (Minott, 2010).

The first step to be reflective is to examine and to question the beliefs underlying teaching materials so as one can find suitable strategies for teaching and regarding students' cultural, social and economic relations. Responsible teachers always ask themselves "why they are doing", "what they are doing" in the classrooms. When a teacher asks "what and why questions" in relation to the used strategies and activities, he / she can find best ways for teaching and beyond the present situation. It is an important step to solve the educational problems (Grant & Zeichner, 1984).

The second step is to be acquainted with others' beliefs; both your teachers and your friends see why they selected these beliefs. The next step is to teach activities and knowledge, which is related and connected with social relations because school and society have intimate relationship, so the prospective teachers ask and think about what, is taught to them and select that knowledge which give them some control on determining the direction on which they are headed (Grant & Zeichner, 1984).

Reflective teaching is not just for teachers and leaders; however, it is for learners too. Reflectivity leads to self – directed learning, which employs questioning through its cycle that is an effective strategy for developing emotional intelligence. Being reflective is not a simple task. It requires considering the classroom life, learners’ wants, attitudes and aptitudes, institutional constraints, school roles etc. Teaching is based on some beliefs and assumptions that are picked up from others and is accepted without examining them (Grant & Zeichner, 1984).

Successful teachers learn when they teach, evaluate what they teach and apply this self-evaluation. Moreover, they adjust what they are going to do next time. Most of us are satisfied just to think about what we do but we do not think about our actions, making plans for future performance. Extensive use of reflection takes place when we think and evaluate deliberately, purposefully, structurally, link teaching theories and practice, do with learning, change and development, so this does not come to true if we do not use of our understanding, knowledge, and emotions (Frunza, 2014). It is a mental processing and does not belong to a specific time or a limited career. Being reflective is a regular activity needs the teachers to face difficulties and perform well in class. Consider the stages of driving a car when we are unaware about our abilities; then eventually after several stages we will become a master driver when driving unconsciously without any trouble. Therefore, reflection is like driving with stages from unconscious in competence to conscious competence (Abedin, Majlish & Akter, 2009; Wongwanich, Sakolraka & Piromsombat, 2014).

Experiments and length of practice are not sufficient to make us an expert teacher, thus using different strategies and methods, justifying our decisions, and our behavior and why we prefer certain plan over another contribute to be an expert teacher. In short, reflective practice is an effort to develop teaching profession that starts in the classroom (Fathi & Behzadpour, 2011).

Statement of the Problem

Listening skill may serve as the basic element to other aspects of language learning but it has been neglected to some extent in public schools of Iran (Rahimi & Chabok, 2013). EFL teachers may be aware of the importance of listening comprehension but English language teachers still stress other skills rather than listening skill in language institutes and high schools of Iran. Chastain (1988) believes that both language teachers and students may overlook the importance of listening comprehension skills because they put their attention on their ultimate goal of speaking. This may deviate them from the need for achieving input to develop their speaking skills.

RTI may be a treatment for teachers who need awareness to change their practice and deal with input practice. Since Iranian EFL learners may not have enough opportunity to meet the native speakers and practice listening skill to gain input. to them they might experience listening comprehension problems. In addition, since Iranian learners cannot be exposed to comprehensible listening input in their classes or in real world, this skill has not been nurtured. Therefore, teachers should find ways to help English learners boost their listening skills

(Bueno, Madrid & McLaren, 2006. RTI practice is also overlooked in educational context in Iranian context. Majority of the teachers use only one method in the classroom and continue this method for a long time without considering its weaknesses (Idrissova, Smagulova & Tussupbekova, 2015; Yılmaz & Yavuz, 2015).

Background

Reflective Practice

Reflective practice is a term that was defined by Schon (1987) as a focus on the way that teachers think about their experiences and reformulate responses as the experiences happen. Reflective teaching can help problem solving and decision-making processes among language teachers while the teachers are fostering their critical-thinking abilities (Jadidi & Keshavarz, 2013). According to Burton (2009), the teachers who use RTI should pay attention to it as an essential element of teaching practice in pre-service teacher training and develop their reflective thinking as an objective of most teacher education programs.

Reflective teaching has gained much attention since the pre-service teachers and teacher educators start teaching and step by step gain experiences. These experiences help them arrive at the reflection of what they know and expand their reflective practice. Reflective teaching was first addressed by Dewey (1933) and state teachers should not be passive curriculum implementers and followers since they have to play an active role in revising curriculum design and educational reform. He also suggested teachers need to be a process comprising the components including reasoning, thinking, hypothesizing, investigation, and assessing the teaching processes. Reflective action is a continuous and in-depth process of any belief or any form of knowledge by drawing on the grounds that reinforce in a logical manner (Dewey, 1933). These components may need selection, adaptations and modification, if needed, leading to a teaching method which will take account of the class dynamics. This may refer to the notion of reflective teaching (Frolikova, 2014) and the instruction which is based on this process can be called RTI.

Schon (1983) defined RTI as a form of cognitive processing used to fulfill a purpose or to achieve a predictable outcome. It may be applied to gain a better understanding of relatively complicated ideas and it is based on reprocessing and reorganizing teaching instruction and understanding emotions that teachers already possess (Schon, 2009). Thomas and Dykes (2011) note RTI as a practice that includes requirements for teachers who are not only regularly monitoring progress but also analyzing progress monitoring data, reflect on students' progress and modify teaching practices based on individuals' response to instruction. In addition, Bruder (2010) argued that the use of reflective teaching impacts accountability of learners. Teachers' ideas and self-reflection are regarded as a hint to motivate learners in learning processes. Therefore, it may be defined as a professional development strategy through which teachers are equipped with opportunities to explore, articulate and represent their own knowledge. Schon (1987) believes teachers' reflection is regarded as intellectual and affective abilities that make individuals engage to explore their experiences to achieve new understandings.

Dewey (1993) was a leading educational philosopher of the late 19th and early 20th centuries whose ideas had a great impact on principles of education. He believed that traditional learning is not workable for these days since there is a rapid developing community of the time. He believed in child – centered learning and stressed on their experiences as a starting point in learning. Children are able to think, evaluate and change. They may use their experiences and look for their whys of happenings, but teachers can learn when they confront with the new situation and new pupils. They may face with some problems during practice, where they see that practice does not fit with theory. Perhaps it makes them powerless, but at this time, learning takes place. They may show their response to reflect on a problem and try to solve its complexity. Reflection may be in practice and that occurs during practices (Scales, Briddon & Senior, 2008). It is an element of schooling.

Teachers should teach reflective thinking, organize learners' activities, conduct them to solve their problems and teach them analyze their results (Afshar & Hamzavi, 2014; Trif & Popescu, 2013; Yang, 2009). Reflective is a part of critical thinking that addresses manners of analyzing and taking decisions about what has happened in class. Teachers' RTI needs thinking of main stages of revising the routine action, understanding the outcome, reflection and critical behavior. Routine action is a learnt activity like eating an apple or driving a car, which is done automatically while understanding a matter is a mental reasoning action that needs existing knowledge. Reflection is appraisal of assumptions regarding the content and finally critical reflection is mainly concerned with a radical change in our behavior and perspectives (Afshar & Hamzavi, 2014). Jensen and Joy (2005) believe that reflective thinking involves in both cognitive processes and social, effective, cultural and political reasoning.

Learning requires reflection and reflective teachers encourage learners to think, analyze and evaluate what they have learned (Malmir & Mohammadi, 2018). It promotes reflective learning. Reflection can also improve emotional intelligence that encourages teachers' development of self–consciousness and feelings of learners. This helps us to manage our emotions. According to Alonso (2012), there are many ways of engaging in reflective practice about speaking and listening. Some of them are mentioned as followings:

1. Questioning; For facilitating to perform discussion, it is better to divide the learners in two, three or more groups and ask them close questions like true–false questions and then move to open questions, give opportunities to learners to talk about different or selected subjects.
2. Explaining; for pushing students toward thinking and learning reflectively, teachers can choose a topic a session before; ask them to study on the topic for preparing them.
3. Checking understanding: For checking their understanding, we start talking about the subject moreover; ask them about their opinions and their suggestions. In this way, students who are able to talk begin the discussion, and then by grouping others in two or three, they can state their opinions even if they start to explain in street language. We can ask them to paraphrase our talks or write what they have understood or even draw a diagram of what they have heard.
4. Use of non–verbal communication: In combination with speaking and listening, there are some gestures and body movements in communication that we can use like head nods, eye

contact, facial expressions, etc. They facilitate communication. Sometimes we have internal speaking with ourselves that we connect it with our conversation.

5. Use of technical language: In using technical language the problem is misunderstanding of learners, so before using them, making learners familiar with the technical words and idioms is necessary, even if they are explained in brief.

6. Giving praise and encouragement: Students can be encouraged by motivating and adorable words.

Different Types of Reflection

Teachers may use various forms of reflection and occasion but for a pre-service teacher, reflection can be a reflection journal that addresses as a professional development journal. Your PDJ (Professional Development Journal) is a written record of daily memories and feelings. These writings as memories help you a lot to develop yourself in learning and teaching (Scales, Briddon & Senior, 2008). The PDJ as a subjective issue can be written by the teacher in the form of talking with her/himself in a dialogue, but teachers should remember that it would be seen by their tutors, and mentors, so their writings cannot be indiscreet or in the form of personal comments. In journal, you can relate theory to practice. These comments, which are a basis of your improvement, are the first steps to recognize your weaknesses and strengths of your activities in the class. Sometimes by reviewing the diaries, new ways and techniques will be established. You have opportunity to plan and prepare yourself for the class and enjoy teaching when you observe students learn more efficiently, as you experience wonderful feelings.

As much as you experience progress in your job, you experience unsuccessful sessions. When you do not see the willingness and enthusiast of students in learning, you will have a boring time. Writing down these memories and experiences and reviewing them guide and advise you to plan and have programs for each session of your classes. Furthermore, writing diaries changes you to an active teacher who wishes to make evolution in teaching.

Wach (2015) notes that RTI can be motivating for teacher educators of EFL learning and teaching in a computer-mediated communication (CMC)-based project as an optimal intervention. The pre-service teachers may find using cross-cultural collaboration as digital medium to stimulate reflective thinking and have a positive effect on fostering students' reflections. In addition, students have chances to get knowledge, experience and practice in developing mutual awareness within the constraints of their EFL contexts in a collaborative learning environment.

Rahnama, Abdolrezapour, and Ayatollahi (2016) investigated the impact of RTI on Iranian EFL learners' speaking complexity, accuracy and fluency. A quasi-experimental design was adopted and the researchers collected quantitative data such as speaking accuracy and fluency recorded through interviews with the participants of the study in the study to measure of teacher reflection. Sixty students and thirty instructors were randomly selected from English institutes in Bandar Abbas, Iran as the research sample of the study. Findings revealed that teachers' RTI significantly affects the participants' speaking performance. The results indicated that fluency

and syntactic complexity of oral speech were developed; however, it was found that those learners who were instructed by the high reflective teacher did not show any progress in accuracy of oral speech.

Literature review delivers theoretical concepts such as reflective practice, listening skill, the effect of reflection listening, and other related concepts. The act of teachers' reflection may allow learners to involve the process of listening skill solving problems or taking decisions. Teachers' reflection may enable students to feel empowered and confident through integrating and using the appropriate language skills. The experimental studies mentioned above may prove the positive effect of teachers' RTI on learners' language learning. Since a few empirical studies have been conducted to compare the effects of pre-service teachers' RTI with traditional method on improving EFL learners' listening skill, the present study aimed to examine the impacts of teachers' RTI and traditional method on improving Iranian EFL learners' listening comprehension to see which method is more useful. Thus, this study formulates the following research questions as a step to enhance Iranian EFL learners' listening comprehension.

RQ. Does RTI affect pre-service EFL teachers' efficacy to improve Iranian EFL learners' listening skill?

Method

Participants

There were 100 intermediate students who were chosen among 120 female learners at English Institutes (Sepheh Andisheh, Mobtakeran, Ayandehsazan, Hazrat Ameneh, and Iran) of Abadan and Khoramshahr, Khuzestan, Iran. The participants were randomly assigned into two equal groups; one control (n=50) and one experimental (n=50). They were selected through convenient sampling method. The participants' English placement level was measured by using Oxford Quick Placement Test (OQPT) as intermediate level with band score of 40-47. All the participants were female learners and their age was ranging 11-19 years old. The control group was taught by five pre-service teachers. The experimental group was taught by training teachers who used reflective practice in the classroom. And the control group was taught by training teachers who did not use RTI in their treatment sessions. All of them were non-native speakers of English and had bachelor degree in English literature, English translation, and English language teaching in their age was ranging 20-41 years old.

Instrumentation

Several research instruments were used in the current study. The first one was a placement test (OQPT) that included 60 items. The researchers used it to understanding of what level the participants were at. Results indicated that 100 learners achieved the band score of intermediate level based on the test.

The second instrument was a teacher-made pretest; it included 30 listening items based on the students' textbook (Top Notch Fundamental A). The items measured the students' listening ability before the training. All the items were objective including multiple-choice and True-False questions. The audio file of the items was played for students and they were required to

do the listening tasks of the textbook units. The given time for answering the pre-test was 30 minutes.

Reliability and validity indexes of the test were calculated. After making the test, it was checked by four EFL experts for its construct validity. That is, for making sure about the Content Validity Index (CVI) of each item, the English university instructors checked each item and offered some changes concerning the clarity, simplicity and the representativeness of items. As a result, the researcher modified some items of the test and then the researchers piloted it on ten students in another institute who were the same as the target groups regarding their course book and English proficiency level. Then, the researcher measured the reliability of the pre-test through applying Kuder-Richardson 21 ($r=81$).

A listening post-test was the third instrument which was used in this study was a researcher-made posttest. The posttest was administered at the end of course. The test construction was similar to the design of the pre-test. The items were gathered from the learners' textbook and the time and number of items were similar to the pre-test. To avoid the learners' reminding, the researchers reordered the items of the pretest and modified the choices. The post-test was used to figure out effect of RTI the students' listening development.

Materials

The used materials of this study adopted from Top Notch Fundamental (A) book. This book contains 14 units but only seven units were taught to the students. The selected materials were accepted worldwide and their authenticity has been approved frequently. Top Notch book is a rich source of purposeful and memorable conversations, dialogues and vocabulary items delivered by American English speakers with beautiful pictures, interesting subjects and materials that attract students' attention. Pronunciation, rhythm, and intonation practice are included in each unit. An explicit grammar is supported with clear grammar rules accompanied with explanations. It also equips students to interact socially with people from a variety of cultures.

Procedure

Firstly, 100 intermediate learners were selected among 120 learners at the mentioned English Institutes. Then, the participants were randomly assigned into two equal control and experimental groups. Each group included 50 learners. It should be noted that each group had five sub-groups and each sub-group had ten members to run classes easily. In other words, the 50 participants of each group were placed in five sub-categories. Thus, each class had ten students. There were 10 teachers who taught both groups. Five pre-service teachers used RTI in the experimental group while the other five pre-service teachers used conventional teaching listening in the control group. Then, both groups took the listening pre-test. After pre-testing, the experimental sub-groups were taught by five training teachers. These teachers used reflective practice. For this purpose, they filmed their teaching method in the classrooms to watch it at home again to know their weaknesses and strengths. Teachers' voice was also recorded by their mobiles. At the end of each session, the teachers gave a piece of paper to the students and wanted them to write their ideas about the teachers' method of teaching and then,

the teachers collected the papers and read them at home. By overviewing the writings and evaluating the activities, teachers made necessary changes in the plans and programs for next sessions. They applied new strategies in their task.

Five teachers taught the participants in the five sub-groups of the learners in the control group. These teachers did not use any RTI, so they continued with their old methods and strategies of teaching. The whole treatment lasted 10 sessions. In the first session, the participants took a placement test and in the second session the students took the pre-test. From the third session to the ninth session the mentioned treatment was practiced. In the tenth session, the post-test was given to compare the effects of the treatment on the students' listening comprehension in the post-test. Finally, data were collected and analyzed via descriptive and inferential statistics.

Data Analysis

Data analysis included the measurement of pre and post-test scores normality index through SPSS software version 17 to measure Kolmogorov-Smirnov (K-S) test. Finally, to find out the impact of the treatment on learners' listening, paired and independent samples t-test were run to compare the pre and post-tests of groups' means.

Results

Descriptive and inferential statistics measured the effects of RTI on the learners' listening skill of the experimental and control groups' mean scores.

Table 1.

One-Sample Kolmogorov-Smirnov Test (Groups' means of the Pre and Post-tests)

| | | Pre-test Experimental | Post-test Experimental | Pre-test Control | Post-test Control |
|----------------------------------|----------|-----------------------|------------------------|------------------|-------------------|
| N | | 50 | 50 | 50 | 50 |
| Normal Parameters ^{a,b} | Mean | 12.40 | 18.88 | 13.38 | 14.71 |
| | SD | 3.78 | 6.717 | 5.11 | 5.70 |
| Most Extreme Differences | Absolute | .175 | .143 | .127 | .150 |
| | Positive | .069 | .143 | .086 | .150 |
| | Negative | -.175 | -.127 | -.127 | -.150 |
| Kolmogorov-Smirnov Z | | 1.352 | 1.108 | .982 | 1.164 |

Test distribution is Normal.

Table 1 depicts mean scores of both groups are normally distributed in the pre and post-tests. In other words, parametric statistics of independent and paired samples t-test can measure the final results.

Table 2.*Descriptive and Independent Samples t-test (Pre-test of both groups)*

| Groups | N | Mean | Std. Deviation | Std. Error Mean | t | df | Sig. (2-tailed) |
|--------------|----|-------|----------------|-----------------|--------|-----|-----------------|
| Experimental | 50 | 13.38 | 3.78 | .48 | -1.197 | 118 | .234 |
| Control | 50 | 12.40 | 5.11 | .66 | | | |

Table 2 shows descriptive statistics of both groups' means in the pre-test. The experimental group's mean score is 13.38 and the control group's mean score is 12.40. This shows both groups have homogenous mean scores at the beginning of the treatment. Since the Sig (.234) is greater than ($p > 0.05$), the difference between the both pre-tests is not significant.

Table 3.*Group Statistics (Post-test of Both Groups)*

| Groups | N | Mean | Std. Deviation | Std. Error Mean | t | df | Sig. (2-tailed) |
|--------------|----|-------|----------------|-----------------|-------|-----|-----------------|
| Experimental | 50 | 18.88 | 6.717 | .86 | 3.662 | 118 | .000 |
| Control | 50 | 14.71 | 5.70 | .73 | | | |

Table 3 depicts the statistics of both groups on the post-test mean scores. The experimental group's mean score is 18.88 and the control group's mean score is 14.71. Independent samples t-test indicates that the difference between the both groups is significant at ($p < 0.05$).

Table 4.*Paired Samples Statistics (Pre and Post-tests of Both Groups)*

| | | Mean | N | Std. Deviation | Std. Error Mean | t | df | Sig. (2-tailed) |
|--------|-----------------------|-------|----|----------------|-----------------|--------|----|-----------------|
| Pair 1 | Pre-test Experimental | 13.38 | 50 | 3.78 | .48 | -6.576 | 59 | .000 |
| | Post-test Experimenta | 18.88 | 50 | 6.71 | .86 | | | |
| Pair 2 | Pre-test Control | 12.40 | 50 | 5.11 | .66 | -1.453 | 59 | .152 |
| | Post-test Control | 14.71 | 50 | 5.70 | .73 | | | |

Table 4 depicts descriptive and inferential statistics of both groups' means in the pre and pot-tests as 13.38 and 18.88 respectively. But the control groups' mean scores on the pre and post-tests are 12.40 and 14.71 respectively. The paired samples t-test shows the difference between the post-test and pre-test of the experimental group is significant but (.152) is greater than 0.05; therefore, the difference between the post-test and pre-test of the control group is not significant.

Discussion

The present study compared two groups of learners who received RTI and non-RTI class activities in learning listening comprehension. The results are discussed regarding the research question of the research.

RQ. Does RTI affect pre-service EFL teachers' efficacy to improve Iranian EFL learners' listening skill?

The findings of this study revealed that reflective practice of teachers is a significant factor that enhances the students' listening skill. Results showed that the means and standard deviations of the control and experimental group was not similar on the post test. In other words, the performance of the participants on post-test was different. This is matched with Martínez-Flor and Usó-Juan (2006) who believe teaching experiences contribute to teachers in selection of useful methods, but it is not sufficient just to rely on it. A combination of experience and reflective approach can bring positive changes in language teaching. Taghilou, (2007) supports this result since a reflective teacher steps back mindfully; seeks unique responses to every day challenges and learns from this reflective mindset.

Teachers' RTI could be effective as the results of study have shown it in the classroom. RTI can assist pre-service teachers to become aware of the different self-awareness strategies like journal preparation and other creative learning formats that help learners' language learning. Reflective approach is a valuable tool for teachers' professional growth. The results of the present study are in line with Rahnama, Abdolrezapour, and Ayatollahi (2016) who examined the effect of reflective teaching practice on Iranian EFL learners' complexity, accuracy and fluency of oral speech. Teachers who serve as pre-service mentors may use RTI since it significantly affects Iranian EFL learners' listening comprehension. This result is in line with Nair, Koo and Abu Bakar (2014) since they note students do not develop at the same rate; therefore, reflection may allow us to fulfill the requirement of each learner. This can be matched with Kurita (2012) who proposes teachers need adaptations for students and changes to their daily schedule to teach listening effectively. Our reflective practice can result in lesson plans built upon the student's strengths and following interests. The current study also confirms the findings of Sharafi and Abdolmanafi Rokni (2014) who indicated the teachers' improvement in a developmental process since the pre-service teachers' reflectivity in the course may affect learners' achievement.

Results showed that EFL teachers need to incorporate their experiences of journal writings as contextual factors in reflecting their experiences into practice to teach listening skill. This is aligned with the findings proposed by Zahid and Khanam (2019) who address the effect of RT practices that improve the efficacy and performance of English language teachers in pre-and in-service courses. Teachers also may revise and modify their teaching strategies through reflective practice which affects learners' achievements in the classrooms. This line of research could help the teachers to gain experiences and able them to practice reflective skills in their practicum. Pedagogical policy makers need to pay attention to training modules in which RTI is included. In light of RT, learners may take benefit of dynamic revisions coming from the teachers who revise teaching strategies and renew their methodologies of language teaching.

Thus, educational policy makers should include the use of RTI in the English language curriculum. This may affect reflective practice training strategies as part of their course work for continuous revision of teaching EFL practices.

Malimir and Mohammadi (2018) support the findings of the current study and confirm that the reflective practice is a professional requirement that causes life-long learning for teachers and students. One of the teachers' responsibilities is to discover what goes on in learners' minds, find out their feelings and thoughts, and reflective practice promotes teachers to feel their learners, their needs, and their abilities. Learners with different attitudes and aptitudes may arrive at various interpretations of what we say. Reflection is an important part of any learning process. Students have the right of questioning, offering ideas to have an important role in their education. They learn from their daily experiences and examination of what and why happenings. Involving in asking questions about the reasons of evidences develops a kind of self-discovery and maybe changes one's personal assumptions that lead to holistic understanding of various situations. By thinking in the process of learning and teaching, new thoughts and solutions come to the minds to solve the problems.

Conclusion

The findings indicated that teachers with reflective practice and self – evaluation teach more effectively and they are more successful in their job. In addition, the results showed there is a positive relationship between reflective teaching and pre-service EFL teachers' listening skill. The mean score of the experimental group was more than the mean score of control group on the post-test. Based on the results, teaching listening materials reflectively was more effective than teaching traditionally. The acquired information from self- evaluation can be used to improve classroom instruction. The results of this study make it feasible for teachers to create awareness about the variety of tactics that are available for students to improve their listening skill. Reflective practice makes teachers to accept new ideas, be more reflective and energetic, and tend to change, creative and analyst. The data analysis revealed that the experimental group's listening skill noticeably improved on the post-test. However, the control group did not act positively on the post-test. Therefore, the null hypothesis was rejected.

In a nutshell, limitations of the study included the small sample size of the participants. Thus, there is a need to compensate for this shortcoming if the future researchers are going to duplicate this experiment in other areas of language skills like reading or writing skills. Moreover, the results suggest that teachers and students may use reflective practice for effective teaching skills in the future research. By having seen the results of the study the benefits of using reflective practice in teaching and learning English language may be unquestionable.

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