

PRIMARY ENGLISH TEACHERS' EFFICACY TO COPE WITH THE POOR QUALITY OF TEACHING TEXTBOOK: REFLECTIVE PRACTICE

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ABSTRACT

Reflective practices have been shown to enhance teacher self-efficacy and improve professional development. By engaging in reflective practices, teachers can identify areas where teaching resources are lacking and take action to address them, leading to improved outcomes for students. This paper examines the efficacy of reflective practices as a strategy to alleviate the poor quality of textbooks. At public primary schools, along with other unfavorable school conditions, there are shortages and low-quality textbooks and instructional resources, which reduce students' ability to learn. The shortage of teaching resources is lack of contextual and integrated to language skills. The lack of a textbook also makes it difficult for students to improve their language abilities. The textbook is 'My Next Words'. The findings revealed that EFL teachers' reflective practice correlates with teachers' self-efficacy. Research has shown that reflection can augment learning by doing and increase perceived self-efficacy. The research adopts qualitative interview with experienced educators and classroom observation.

Keywords: *EFL Teachers, Teaching Resources, Reflective Practice, Engage.*

INTRODUCTION

Reflective practice has gained significant recognition as a powerful instrument for professional development, enabling teachers to critically examine their instructional practices, enhance teaching effectiveness, and promote learner-centered approaches. According to Finlay (2008), "learning through and from experience" is what reflective practice entails. To help you develop new acquiring perspective on oneself and practice'. Dewey's (Dewey 1933, p. 118). idea of inference is interchangeable with reflective thought, which is essentially a proactive, ongoing process of evaluating one's ideas and actions, their sources, and their implications Stanley (1998). 'Active, persistent, and deliberate inquiry of any belief or professed form of knowledge in light of the premises upon which it is founded and the additional conclusions to which it tends," as the definition of reflective thought goes In the field of modern education, the significance of reflective practice for English as a Foreign Language (EFL) teacher has garnered great focus and acclaim. (Harvey, et al., 2016) said that reflective practice involves a deliberate and systematic process of introspection, wherein educators engage in

thoughtful examination and analysis of their teaching methodologies, experiences, and beliefs. This reflective approach empower EFL teachers to gain valuable insights into their instructional practices, fostering continuous professional development and enhanced pedagogical effectiveness. Within the context of EFL classrooms, the complexity of language acquisition, diverse learner backgrounds, and evolving teaching methodologies necessitates an adaptable and informed teaching approach. The role of reflective practice becomes pivotal in equipping teachers with the tools to navigate these challenges, allowing them to adapt, innovate, and elevate their teaching practices.

This paper embarks on a journey to explore and conceptualize the vital aspect of reflective practice as applied by EFL teachers in the classroom. By looking into its theoretical foundations, methodologies, and practical applications, we aim to shed light on how reflective practice contributes to the growth and professional enrichment of EFL educators. Solmaz & Przymus (2021) as the landscape of language teaching continues to evolve, understanding and embracing reflective practice become imperative for educators to thrive in their roles and maximize student learning outcomes. Throughout this research, we will inquire into the core components of reflective practice, including self-observation, critical analysis, and action planning, which empower EFL teachers to become more self-aware, proactive, and accommodating to their students' changing educational demands. Moreover, we will examine various reflective tools and techniques that teachers can employ to foster a culture of continuous improvement within their classrooms, leading to increased student engagement and overall success. Additionally, this paper will underscore the role of educational institutions in supporting and promoting reflective practice among EFL teachers. By fostering a collaborative and growth-oriented environment, schools can create opportunities for educators to share their experiences, exchange ideas, and collectively enhance the quality of language instruction.

That's the conceptualization of reflective practice among EFL teachers stands as a cornerstone for elevating the standards of language education. Embracing this practice not only benefits educators in their professional growth but also significantly impacts the lives of their students, empowering them to become

confident, proficient, and enthusiastic language learners. Dewey (1916, p. 22) emphasizes strongly that the effective development of young generation to participate actively in society should be done by giving them conditions in such a way that they can absorb and interpret those knowledge or beliefs, in order to be more specific about what schools can do to educate students.

As we venture into the depths of reflective practice in EFL teaching, let us uncover the transformative power it holds and its potential to revolutionize the classroom experience for teachers and learners alike.

Three types of teacher reflection that are related have been discovered based on the teacher's viewpoint and doing process. The first type of reflection takes place during class activities, the second type occurs as a result of class activities, and the third type occurs prior to class actions. Pickett (1999), Killon and Todnem (1991), and Schon (1983, 1987) have all provided descriptions of various types of reflection. They believe that teachers should employ reflection-in-action to overcome problems that arise when they are perplexed while carrying out class activities and must make hasty decisions. A certain type of reflection takes place during class activities, another type occurs as a result of class activities, and a final type takes place prior to class actions. Pickett (citation 1999), Killon and Todnem (citation 1991), and Schön (citation 1983, citation 1987) have all provided descriptions of various sorts of reflection. They argue that teachers should use reflection-in-action to overcome problems that occur when they are perplexed while leading class activities and are required to make snap judgments. Teachers participate in action-reflection when they consciously consider what happened in their classrooms to obtain a greater grasp of the responsibilities of the teacher and the student, as well as their motives and behaviors within the context of learning. In contrast to these two types of reflection, wh-reflection occurs when teachers intentionally consider what happened in their classrooms to gain a better understanding of the roles of the teacher and student, as well as of their motivations and behaviors within the context of learning. Although reflective teaching is said to have benefits, a review of literature reveals that this new viewpoint faces a number of obstacles, awareness of which is a must for encouraging reflection in a learning environment (Akbari, citation 2007 ; Md & Al-Amin, citation 2013). Several

academics have recently focused on this problem in order to assist identify the obstacles to reflective teaching and, as result, to advance this practice. The conceptual and practical shortcomings of reflective teaching are highlighted by Akbari (citation 2007), who has written the most thorough critique of the practice.

THEORETICAL FRAMEWORK OF THE STUDY

According to Triyoga (2010:11), "There is no perfect textbook, perfect for every teacher, perfect for every group of students, and perfect for every teaching situation." Because of this, it is advised to use them sparingly and in conjunction with other tools or materials (Tiyoga, 2010). Indoshi (1993), cited in Mudulia (2012:531), expressed a similar viewpoint when he said that "the use of textbooks among other materials raises academic standards and efficiency of a school system." Triyoga (2010) lists further restrictions connected with the use of textbooks. They may not represent students' needs, be inauthentic, distort the curriculum, and de-skill teachers, among other things. Lack of supplemental teaching materials worsens the overall condition of subpar textbooks (Seniwoliba, 2013). As a result, teachers are under strain and their ability to give students and pupils enough homework is also impacted by the lack of textbooks. Consequently, they put a lot of effort into achieving the standard specified in the learning objective, which is based on curriculum.

Due to the benefits of reflective practice, it is essential for teachers to engage in reflective practice for the sake of sustainable education development. The teachers' self-efficacy of reflective practice in this shortage needs most, even early as we call it in the pre-service stage.

Reflective practice is a fundamental aspect of professional development for English as a Foreign Language (EFL) teachers. Engaging in reflective practices allows teachers to critically analyze their teaching methods, classroom interactions, and instructional strategies, thereby promoting effective and student-centered teaching. This literature review aims to explore existing research on the reflective practices of EFL teachers in the classroom, highlighting the significance of reflective practices and their impact on teaching effectiveness and students learning outcomes.

Theoretical frameworks underpinning reflective practice in EFL teaching : the literature highlights various theoretical frameworks that underpin reflective practices among EFL teachers. Schon's (1983) concept of 'reflection-in-action' and 'reflection-on-action' are often cited as foundational models. These frameworks emphasize the importance of continuous critical thinking during classroom instruction and afterward to improve future teaching practices. Additionally, Dewey's (1933) notion of 'experiential learning' aligns with reflective practices, suggesting that teachers should learn from their experiences and adapt their teaching strategies accordingly.

Reflective practices and classroom teaching. Numerous studies have examined the implementation of reflective practices in EFL classrooms. A study conducted by Rahimi (2013) examined the relationship among teachers' reflective practices, self efficacy, and research practice. Hosseini and Tavakoli (2019) investigated the experiences of in-service EFL teachers in conducting reflective practices as continuing professional development. The study identified five tools of reflective practices utilized by EFL teachers. Namely, journal writing, peer observation, feedback, and discussion. A study of Li and Zhu (2019) investigated the efficacy of comprehensive reflective practices that involve lesson plan evaluation, peer observation, and self reflection.

RESEARCH METHODOLOGY

Teachers' reflective practice and self-efficacy have been recognized as essential factors influencing teaching effectiveness and professional growth. Reflective teachers are more likely to be aware of their strengths and weaknesses, leading to improved instructional practices. Moreover, self-efficacious teachers exhibit greater confidence in handling classroom challenges and are more persistent in their efforts to enhance student learning. This research aims to explore the potential relationship between reflective practice and teachers' self efficacy to provide insights for teacher development programs.

Here Approached qualitatively, this descriptive study was conducted in this research as the procedures to analyze data in an attempt to comprehend the problems. The hypothesis is that qualitative approaches help to better understand problems of the research Hymes (1983).

A. Research Design

This study will utilize a qualitative data collection methods. Adhering to a sequential design, 4 participants in the same school but different grade (it consists of 2 female 2nd grade teachers, 2 male 4th grade teachers) The study was conducted with English teacher participants from different classes. Semi-structured interviews will be conducted with a subset of participants to gain a deeper understanding of their reflective practices and how it influences their self-efficacy. The interview questions will be designed based on the survey results and existing literature.

- What do you know about the English book ‘My Next Words’ ?
- What’s your opinion ?
- How do you know that English book must be contextualized and integrated?
- So, what do you do in the classroom ?
- Do your colleagues do the same way ?

Figure 1 Prompts for the semi-structured interviews

The main objectives of this research are :

- a. To assess the level of reflective practice among teachers
- b. To measure the level of teachers’ self-efficacy in various instructional domains
- c. To investigate the correlation between teachers’ reflective practice and self efficacy
- d. To identify potential factors influencing the relationship between teachers’ reflective practice and self-efficacy

In data analysis, we will identify patterns and themes related to reflective practice and its impact on self-efficacy. Due to space limitation, other questions are not shown here, in the Figure 1, as they are less relevant to research objectives. The interviewees’ opinions of the quality of ‘My Next Words’ textbook could be classified into 2 categories. First, the first 2 teachers were interviewed thought that ‘My Next Words’ is poor in quality. They know that the shortage of that book is lack of contextualized and integrated in language skills. But they didn’t much time to have an additional teaching material from other resources to improve that book. All of my students also don’t mind if I as a teacher teach English that are not contextualized. Let alone don’t meet the integrated skills in teaching language. The first 2 teachers were interviewed can incorporate reflective practices to improve self-efficacy in the following

ways : Provide opportunities for teachers to engage in self-reflection. This can include activities such as journaling, self assessment, and peer observation. And then second, the last two teachers interviewed expressed greater motivation on answering questions. They still have a little bit self-efficacy. They know what they should do with the shortage of the textbook. They realized that it is too hard for students to enhance their learning at school. At their schools, not only the shortages and poor quality of textbooks and instructional materials exist in concert with other problematic school conditions that diminish students' opportunities to learn, but also staffing shortages, facilities in disrepair, and problems related to overcrowding to be a challenge for them. Their eagerness and efforts to give supplementary to make the textbook contextualized and integrated skills was portrayed with optimism.

So, teachers who don't have high level of self-efficacy are more likely to reflect on their practices as they believe in their abilities to influence the outcome of their teaching. This is evidenced by the teachers' answers of being interviewed. Empirical studies have consistently shown that teachers' self-efficacy is positively related to various aspects of teachers reflection. Reflective teaching has been demonstrated to be significant in some contexts in the L2 context, Moradkhani et.al (2017) conducted a study to investigate the correlation between EFL teachers' reflection and their self-efficacy. This study is in line with the results of Cabaroglu (2014), who discovered a positive connection between teachers' reflectivity and teachers' self-efficacy. The positive correlation between teachers' reflective practices and teachers' self-efficacy suggests that reflecting teaching is an important factor in promoting effective teaching practices. Exploring the mechanisms underlying this correlation and investigate the effectiveness of interventions aimed at promoting reflective teaching practices. Based on the participants response on Semi-structured interviews. The researchers formulate the reflective practice for The first 2 teachers were interviewed.

FINDING AND DISCUSSION

Reflective practice analysis typically refers to that teachers reflect on the curriculum activities in the teaching process. And self-efficacy is highly relevant to the teaching context. Once the data analysis is complete here, the teachers' reflective practices related with poor quality of textbook.

Figure 2 : Steps of Reflective Teaching

Step	Focus Question	Guiding Questions
Step 1 Description	What happened ?	■ What did I learn from the book ? ■ What questions did I know the quality of the book ? ■ How did my colleagues or students do ? ■ What was my effect ? ■ What were their effect ? ■ What was happening around us ? ■ What were the circumstances ? ■ Why did things happen with the book ?
Step 2 Analysis & Interpretation	Why ?	■ Is this the most efficient way to accomplish this task ? ■ What book did I need to make my students acquire the learning material ? ■ What were my intention when I did that ? ■ What are the next steps for me after knowing the shortage ? what would I like to do, read, or learn more about ?
Step 3 Meaning & Application	So, What ?	■ What is my top teaching goal ? ■ Are there any aspects of the profession that I am ignoring due to lack of knowledge or fear of change (for example technology) to overcome the lack of the quality ? ■ How do themes and ideas from this book relate to things I am learning in and out of
Step 4 Implication for action	Now, What ?	■ Are there others I might consult with about this event ? Who ? ■ What minor or major changes can I make to my academic program in order to directly increase my students' learning ? ■ What will you take from the book moving forward ? ■ What were some of the differences between this book and the books I typically read ? and what I should do ?

(Adapted from York-Barr et al., 2006, p. 82)

Findings indicate that teachers who engage in reflective practices tend to be more attuned to their students' needs and adapt their instructional approaches accordingly. These teachers are more likely to recognize their strengths for improvement, leading to enhanced classroom management and improved student engagement. Furthermore, reflective practices encourage EFL teachers to

incorporate a more diverse range of teaching methods and resources, fostering a dynamic and inclusive learning environment. Reflective practices are integral to the professional development of EFL teachers. The literature highlights the transformative potential of engaging in self-reflection for instructional improvement and better student outcomes. However, addressing barriers and establishing supportive structure within educational institutions is essential to encourage widespread adoption of reflective practices among EFL teachers. Professional development programs that emphasize reflective techniques and peer collaboration can serve as catalysts for cultivating a reflective culture in EFL classrooms, ultimately, leading to more effective and student-centered language instruction.

Reflective practice involves teachers critically examining their teaching approaches, classroom management techniques, and assessment strategies to enhance their instructional effectiveness and overall professional growth. Therefore, teachers who have lower levels of self-efficacy are more likely to review their practices because they have a lower level of confidence in their ability to make an impact on students' learning. The responses of the teachers to the interviews serve as a proof of this. Numerous characteristics of teachers' reflection have been positively correlated with teachers' self-efficacy, according to empirical investigations. Reflective teaching may be a key element in fostering good teaching techniques, as suggested by the positive association between teachers' reflective practice and teachers' self-efficacy. Investigating the effectiveness of interventions aimed at encouraging reflective teaching practices as well as the reasons underlying this correlation. Based on semi-structured interview participants' responses. They find challenges like a lack of staff, outdated facilities, and issues with crowding. Their enthusiasm and efforts provide extra information to help the textbook contextualize. Reflective teaching has been shown to be important in several L2 environments. The strategies and recommendations presented in this paper are expected to support EFL teachers in integrating reflective practice into their professional development efforts and successfully preparing for students' achievement.

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