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Exploring the Reflective Teaching Practices of Pakistani and Saudi Arabian Elementary Teachers: A Cross-Case Analysis

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ARTICLE DETAILS	ABSTRACT
<p>History:</p> <p>Received: December 12, 2022 Accepted: December 30, 2022</p> <p>Keywords:</p> <p>Reflective Practices Cross-case Analysis Qualitative Research Elementary Teachers Kolb's model of Reflection.</p> <p>DOI:</p> <p>10.52700/assap.v3i2.217</p>	<p>This research intends to explore the level of adopted reflective teaching practices of Pakistani and Saudi Arabian elementary school teachers. A qualitative research methodology was adopted to collect data both from Pakistani and Saudi Arabian elementary school teachers. An equal number of teachers participated in this research. Thus, in total, 30 teachers showed their agreement to take part in this research. The interview protocol was designed based on Kolb's model of reflection. All the data were transcribed verbatim for analysis. A cross-case analysis was performed to identify the results. Our findings suggest that there is not a major difference between Pakistani and Arabian elementary teachers given their reflective practices. Out of four components of Kolb's model of reflection, the results on two components, reflective observation and active experimentation, were the same for Pakistani and Arabian teachers. While on further two components, concrete experience and abstract conceptualization were adopted differently by Pakistani and Arabian teachers. Limitations and recommendations for future research were discussed.</p> <p>© 2021 The Authors, Published by WUM. This is an Open Access Article under the Creative Common Attribution Non Commercial 4.0.</p>

1. Introduction

Teaching and learning is an ever-changing processes. With the passage of time, new trends and styles are being emerged in academia which are transforming the education system (Bawaneh et al., 2020). It is imperative to reform and update the education system to cope with the new demands and challenges of the future. The current trends in education emphasize lifelong learners who can contribute to societal development (Gheith & Aljaberi, 2018). This can be possible if teaching is beyond traditional trends. The 21st century focuses on learning skills, not only focusing on lifelong learners but on teachers as well. Thus, teachers' preparation programs increasingly shifted their focus from theoretical knowledge to analytical and reflective skills (Filippello et al., 2020). Generally, inexperienced teachers face challenges in their teaching and gradually improve their teaching skills through trial and error constitutes years of experience (Huda & Teh, 2018). Nevertheless, teachers' growth in their profession is extremely important, regardless of service experience. Working in the same

mode and following the same pattern makes you stale in your field. Consequently, your creativity and professional growth are affected (Rodgers, 2020). This introduces the concept of reflection in academia. Reflection helps you to evaluate your performance (Boud & Molloy, 2013). This also helps to identify the strengths and weaknesses of your performance. Authors Jones and Jones (2013) stressed the need for reflective teaching practices as a contemporary approach in academia although it is already deeply rooted in literature. Reflection helps the teacher to understand not only about him/herself but also about learners and how they learn. What motivates them, and which teaching strategy is more interesting for them (Kheirzadeh & Sistani, 2018). Thus, reflection helps teachers to enhance the quality of teaching and learning. This makes teachers stronger and more confident in classroom activities (Loan, 2019).

There are a variety of ways to reflect on performance, professional development, students' feedback, peer comments, feedback from school administration, etc. (Ashraf & Zolfaghari, 2018). In the Saudi Arabian educational context, the quality of teaching and learning is yet to achieve the maximum level. Despite the substantial amount of investment and initiatives in school education, the return is yet to be measured. The SA government is also working on the continuous professional development of teachers through a school development program. The main purpose of this program is to transform schools into learning organizations (KAPEDP, 2014). Similarly, in the Pakistani context, a huge investment is being made to uplift school education with high expectations. Reflective practices are considered as an important component of teaching programs (Rehmani, 2012). But the actual translation of the reflection is still not visible. Although teachers are keen and motivated to learn new skills, in a huge education system it is not possible to reach every teacher and equip themselves with new skills, thus the desired results are not sufficiently visible (Zahid & Khanam, 2019). Considering this interesting situation of both Pakistan and Saudi Arabia, this research was planned to explore the reflective practices of elementary teachers of both countries.

2. Theoretical Background

The following sections of the theoretical background will present the literature and related models of reflective practices:

2.1. Concept of Reflection

The concept of reflection is mainly rooted in the old literature presented by Dewey (1933) and Schon (1983). Reflection is based on critical thinking skills; it helps individuals to be critical of their performance/work. Moreover, it gives you awareness of your performance, which helps to shape future activities (Boud & Molloy, 2013). Dewey (1933) presented the two types of teachers' actions: the "routine" and the "reflective" action. Routine action is guided by impulse, tradition, and authority, whereas reflective action aims at "active, persistent, and careful consideration of any belief that supports it and the further conclusions to which it tends" (Dewey, 1933, p. 9). This process assists individuals/teachers in critically examining their processes, performance, expertise, feelings, actions, and practices to make judgments for improvement (Bawaneh et al., 2020).

2.2. Reflective Teaching Practices

The increasing shift from teacher-centered classrooms to learner-centered classrooms introduces new theories and models to the education industry. Thus, reflective teaching

practices have emerged as a relatively new concept in education (Farrell, 2018). This shift requires training and a proper environment to practice these concepts in education. Recently, reflective practices secure a key role in teacher training programs (Cirocki & Widodo, 2019). Teachers are being trained in reflective practices and how they can evaluate their performance during and after their lectures (Lubis, 2018). Such practices equip teachers with certain strategies to evaluate their performance without being formal and without internal external monitoring of their job (Kholis & Madya, 2021). Teachers who usually reflect on their daily performance can improve their learning and be expected to meet the learning objectives more efficiently and effectively (Kholis & Madya, 2021). To be reflective on your performance, teachers have to consider the following key components of reflection. There is an ongoing debate on the components of reflective teaching. Thus, the following key components are considered the main components of reflection in the available literature (Fat'hi & Behzadpour, 2011).

2.3. Learner Focus Reflection

Since all the school activities are evolving around pupils, it is important to consider their needs, interests, linguistic backgrounds, motivations, prior knowledge, skills, and performance given their learning and behaviors in class (Richards & Farrell, 2005). This is the reason that teachers mainly focused on learners and examining their teaching, activities, lessons, assessment, and behaviors to better facilitate their students (Oo & Habók, 2020).

2.4. Cognitive Reflection

The cognitive element of reflection means reflecting on the professional development of teachers. Teachers reflect on their strengths and weaknesses by conducting small research projects, and attending conferences and workshops to get exposure to their field. They also update their knowledge by reading related literature (Farrell, 2014).

2.5. Reflection on Meta-cognitive Element

In contrast to the above component, as mentioned elsewhere, the main focus of the school is learners (Fat'hi & Behzadpour, 2011). By focusing on their performance, teachers can understand their weaknesses to improve their teaching. But, reflecting on their performance is not as simple as it seems. You have to be positive and critical enough of yourself to look at your performance critically and make it part of your daily activities. Moreover, after reflecting on their performance, teachers also need to make plans for improvement (Oo & Habók, 2020).

2.6. Reflection on Practical Elements

Reflection on teaching aids, this aspect is linked to the practical aspect of teaching. At this level, the teacher will reflect on all their teaching aids used during teaching a lesson, e.g., learning resources, lesson plans, audio-video aids, teaching strategies, assessment strategies, etc. The review and reflection on these aids help teachers to see their effectiveness of these aids and it will also help to understand which aids were most useful and interesting for the learners (Fakazli & Gonen, 2017).

2.7. Reflection on Moral Elements

Beyond all these, the most important aspect is to reflect on the ethics, values, and norms

being adopted by teachers and their students. A teacher has to carefully reflect on all these ethical elements to successfully run his/her class. No teaching activity can be successful without paying attention to ethical values. A classroom is considered an axiological theatre where a teacher presents his/her moral values to students. If he fails to show his morality to students, he can never be a successful teacher. This reflective approach helps teachers in dealing with students. Thus, reflecting on these aspects of teaching is highly important in schools (Hansen et al., 2012).

2.8. Models of Reflective Practices

A variety of reflection models are available in the literature, developed through different time periods and comprising various elements of reflective practices. These models include the peer observation model, which is key in reflection, and professional learning communities (PLCs), where groups of professionals help each other to analyze each other's strategies and work on improvement plans. An action research model was presented by Lewin (1946). In this model, teachers need to work on problems in real situations to solve educational problems. Then Gibbs (1988) presented a very important model of reflection which is widely used in the education sector. Next, a very famous model of structured reflection is presented by the Atkins and Murphy (1993) to understand individuals' experiences to improve their working experiences. Moreover, Rolfe (2002) introduced the reflexive learning model. This model helps to understand the problem in detail. Kolb (1984) called Kolb's Reflective Cycle. This model is the most popular model for studying reflective practices. As mentioned elsewhere, our research is based on this model. The following are the details of this model:

2.9. Kolb Reflective Cycle

The Kolb's reflective cycle is presented by American Educationist David Kolb. This model is based on four distinguished stages to reflect on one's experience. Kolb (1984) defined learning as "the process whereby knowledge is created through the transformation of experience" (p. 38). This model is based on four key stages: (a) Concrete experience (b) Reflective observation (c) Abstract Conceptualization (d) Active experimentation.

2.10. Concrete Experience

At this first stage of the cycle, an individual experiences a situation that motivates you to analyze and reflect systematically to improve his or existing skills and knowledge or learn something new. An individual will be able to think, describe and explain the situation that he has practiced and felt. The existing knowledge will also help to interpret the new concepts.

2.11. Reflective Observation

After describing the new experience, it is time to see it critically with more depth about how and what happened in that particular situation. An individual will ask certain critical questions from him/herself. What failed? What worked well? What could have been done? Why did the situation arise? Why do others and I behave the way we did? He/she will identify the inconsistencies in a particular situation being observed.

2.12. Abstract Conceptualization

This stage helps to understand the unclear ideas, this will help individual to understand the

situation and exploring various solutions to handle that situation. He/she will plan certain strategies to handle with the similar situation in future. He/she will think critically, how this situation can be handled in a better way. What could be done differently. This type of reflection will give a rise to new ideas and to understand the situation in a better way.

2.13. Active Experimentation

This is the experimentation stage, as the name suggests. At this stage, the learner will practice the recently learned concepts and theories. Individuals will apply the certain strategies planned and developed after reflecting on the certain situations, but there is a chance that some of the strategies will work out and others will not. This will lead to running the cycle again, reflecting more and planning more strategies. This is how experience will become a concrete experience.

2.14. Reflective Teaching Practices in Pakistani and Arabian Elementary Schools

The Pakistani education system has changed in the last many years. Various systems, approaches and models have been employed to develop an efficient system. As to studying reflective teaching practices at elementary level, various research presents the current situation and level of reflective practices adopted by teachers at schools. Ali (2011) aimed to study the reflective teaching practices in Pakistani schools and identified that teachers are using a variety of skills to improve their teaching except reflective skills. Likewise, Azeem (2011) identified in their research that Pakistani school teachers are not well aware of reflective teaching practices to improve their teaching skills. Rehmani (2012) also observed that such practices are not common in Pakistani schools.

As to the Arabian context, the situation is not very different. Their education system is also being reformed and new policies and initiatives are being introduced to ensure a quality of education. Badia (2017) conducted research with elementary school teachers in SA and found that the level of adopted reflective practices is very low. Similarly, Haskins et al (2018) conducted their study with school teachers and found that they are concerned about their teaching strategies, knowledge and skills but they need to get training about how they can improve such skills. Aldegether (2020) conducted their research with SA teachers and highlighted that these teachers were well aware of reflective teaching practices.

3. Research Objectives

The following objectives were designed to conduct this qualitative research:

- To explore the reflective teaching practices of Pakistani and Saudi Arabian elementary school teachers;
- To compare the level of adopted reflective teaching practices between Pakistani and Saudi Arabian elementary schools.

3.1. Research Methodology

This research intends to explore the reflected teaching practices of Pakistani and Saudi Arabian elementary school teachers. A qualitative research design was adopted to conduct this research. Convenient sampling techniques were found feasible to recruit the study sample both from Pakistani and Saudi elementary schools. After thorough research on reflective teaching practices, an interview questionnaire was designed to collect data from elementary teachers. Mainly six questions were designed to grasp the perception of teachers. However,

some supportive questions were also designed in case of getting further detail or to get deep insight into their perceptions. Data were collected through phone calls, Zoom meetings and in person. All interviews were transcribed to conduct analysis. A cross-case analysis technique was adopted to compare the results between Pakistani and Saudi elementary teachers. The reliability of analysis was also ensured. All the ethical considerations and codal formalities were taken into account in relation to data collection, storage, analysis and reporting.

3.2. Population

The population of this research was based on elementary schools situated in Multan, Pakistan and Damam, Saudi Arabia. There were 350 schools located in Multan, while 400 schools were located in Damam. Around 3000 teachers in total and 2130 in Multan and 870 teachers in Damam were part of the population.

3.3. Sample

By using convenient sampling techniques, 30 teachers from Pakistan and Saudi elementary schools showed their consent to participate in this research. The sample was based on both male and female teachers.

3.4. Measures

Taking into account the nature of the study, the interview questionnaire was designed to study the teachers' reflective teaching practices in Pakistani and Saudi elementary schools. Questions were designed after a thorough literature review on teachers' reflective practices. There are certain models available in literature on teachers' reflective models. One of the most comprehensive models was presented by Kolb (1984) called model of reflection. We followed this model in our research and design interview questions based on this model to get a holistic and specific picture of teachers' adopted reflective practices in their respective schools. Mainly six key questions were designed to interview the study participants. However, some supporting questions were also designed in case of no/limited response from the participants to get an in-depth answer to a particular question. The following are there sample questions from the interview protocol. (a) How often do you realize to update your knowledge and teaching style? (b) Please share some examples when your students do not understand and you reconsider your teaching plan or strategies.

3.5. Data Collection

Data collection was a big challenge in this research. It is pertinent to mention that this research was conducted during the recent pandemic outbreak. Thus, contacting the local participants was equally difficult as contacting the international participants. After identifying the elementary schools in Multan, their principals and some of the teachers who were known to us were contacted to participate in this research. Principals helped to reach their teachers. After getting in touch with them, we communicated about the research purpose and about the interview. Finally, some of the interviews were conducted in person, some on call. As to Saudi schools, the last author of this research was residing in Damam, SA at that time. So, through personal contacts and after visiting elementary schools in Damam, SA, researchers sought their consents to participate in this research to record their interviews. However, most of the interviews were recorded through online zoom meetings and WhatsApp calls. Before the interview, participants were also guaranteed the anonymity and confidentiality of the

research. As to participants' demographic characteristics, their highest level of qualification was M. Phil. Their average years of experience range between 1 to 15 years. Each interview recording lasted between 10-20 minutes. All the recorded data was stored for analysis purposes.

3.6. Data Analysis

After recording the interviews, we transcribed the whole data for analysis. Then a code list was prepared to screen and reduce data. After merging the relevant codes together, certain themes were developed in relation to each research question. This helped to link back to the same elements suggested by Kolb (1984) in his model. After finalizing the themes of each question, the analysis proceeded from each case data to other cases in Pakistani and Saudi elementary schools. By doing so, a broader and specific picture in view of each case was emerged. Finally, cross-case analysis was performed to contrast the interview results from Pakistani and Saudi schools. The relevant responses are being presented in the form of interview fragments. To ensure the data analysis reliability, inter-rater reliability was ensured by following the method suggested by Matthew et al. (1994). The first author of this research and a person who was not familiar with the research were asked to code 15 interviews independently. That person was informed about the title, research purpose, interview questions, and coding procedure. After discussion on codes, agreement was established on certain themes and dissimilar codes were ignored and discarded. The inter-rater reliability was found 88% which is in line with the standard suggested by Matthew et al. (1994).

4. Results

As mentioned above, this study is mainly developed on the model of Kolb's (1984) reflective model and all the interview questions were designed on this model. In this section we will present the results linking with the key components of the model. We will present our findings in relation to each relevant interview question under the four components of the model. The following are the key components of the model: (a) *concrete experience*, (b) *reflective observation*, (c) *abstract conceptualization*, (d) *active experimentation*. All the relevant analysis and data will be presented with interview excerpts.

4.1. Concrete Experience

After getting respondents' general introduction and teaching background, they were asked about their lesson planning and delivery in the class. The following common responses emerged after the analysis from Pakistani and Arabian teachers. The majority of Arabian teachers believe in lesson planning and give it high importance, which is mainly linked to their school policy. In a local context, we observe the same policy as mentioned elsewhere, however teachers do not focus on lesson planning in their interviews. These respondents explained in the following way:

I always consider the needs of my students, which help me to plan my lessons. Every day, when I am planning my lesson, I reflect on the earlier lesson and try to cover up the deficiencies and make it interesting according to the students' varied needs.
(SA-01)

Another stated:

I think planning a lesson is the key to effective teaching. Once you do it according to the objectives and, the needs of the learners, only then can you be effective. The effective delivery of a well-planned lesson helps you to achieve objectives. I always reflect on my lectures and through students' feedback. (SA-06)

One of the Pakistani respondent said:

Honestly, I am overburdened due to so many lectures. I hardly get time for proper planning but student's feedback before starting the new lecture helps me to decide about the next lesson and related strategies. (PK,01)

Another explained:

I do not plan lessons, rather I plan some strategies to conduct before and during the lesson to make my lesson effective and interesting. So, it is not a formal or written plan but just a routine. (PK-14)

One more shared:

What I think lesson planning is the crux of teaching, it is an art and all the related activities link to your lesson planning. (PK-09)

One more said:

I plan my lessons in a way that helps my students grasp the concepts. My main focus is establishing a child's critical thinking. I start my lesson with a question to attract the attention of my students, pushing them towards the learning aim of the lesson, and I end my lesson by answering their queries related to the topic discussed in the session. (PK-07)

To sum up this component, it is identified that the majority of the Arabian respondents shared their experiences in view of planning the lesson, designing instruction strategies and meeting the students' needs. In contrast to this, Pakistani teachers do not plan their lessons but they teach their students abruptly without written or proper planning. These teachers also use many strategies to meet the students' needs but they mainly stressed on doing these things. They have not shared their current experiences. Our study results are aligned with the findings of Yost, Senter, and Forlenza-Bailey (2000) who identified that desire to solve the difficult and challenging situations make teachers more responsible and more active in their duties.

4.2. Reflective Observation

Two questions were asked related to reflection observation. We have received a variety of responses from both types of respondents. Both Pakistani and Arabian respondents

highlighted a variety of strategies used to reflect on their experience and to identify what works and what failed in their situations. The following interview fragments are presenting their strategies in present of responses: First, we will present the responses from Arabian teachers and then from Pakistani teachers. The following teacher said:

I personally find these activities interesting for myself and as well as for my students. I observe their interest in those activities by their enthusiasm and body language. Moreover, some incentives also play a role in gauging the students' interest in the class. (SA-06)

One more Arabian respondent said:

If my students do not understand, I realize they are not doing and performing. Then, I try to use more simple and easy words because everyone is not the same. I completely took into account the students' diversity and plan things accordingly. A few of the time, I have to put some extra effort for some students. (SA-09)

Another shared:

If my students are learning, they share their experiences in the form of showing performance, doing the tasks and taking interest in class. This helps to strengthen me in my planning and moving on. This means formal and informal ways to assess what we have gained so far and what we need to do further. (SA-13)

A respondent explained:

When I see my students are not learning, I give them extra time to absorb the information and also use other strategies to ensure they are learning. (SA-04)

One of the Pakistani respondent shared:

When I see my students are not learning, I use various approaches to make tasks easy for them. It is mainly due to language; thus, I try to simplify it for them. (PK-11)

Another stated:

Students' performance in the class shows how they are working. And if the majority is enjoying the activities and coming to school regularly, that shows their interest and satisfaction with the teachers. (PK-02)

A respondent explained:

Sometimes, when your students are not learning and completing the tasks, I use didactical strategies to maintain

their interest in the class and to keep them engaged. For example, if essay questions are hard for some groups, I also design short questions, MCQs or true false items. (PK-10)

Taken together, both Pakistani and Arabian teachers shared their reflective strategies about how they realize their students are not performing and enjoying their learning. They have shared all the above mentioned strategies. These results show both Pakistani and Arabian teachers are not different in reflective observation. They always observe what their students are doing and how they have to change/improve their teaching to meet the learners' needs. Our research findings are corroborating with study results of Pollard (2005) who found that teachers who are motivated for their work like to reflect on their performance so that they remain up to date with knowledge and skills. Moreover, Zwozdiak-Myers (2011) also found that such practices enhance teachers' professional development and performance which is in line with our research.

4.3. Abstract Conceptualization

To find out about their reflective strategies, we asked two more questions: how teachers improve their teaching strategies and tackle students' problems after reflection. And if the situation persists over time, what they do in such situation? We identified a variety of responses from both Pakistani and Arabian teachers. The following responses were received from participants in relation to the abstract conceptualization phase:

When I see my students are not understanding and performing up to the mark, I plan other strategies like peer tutoring, scaffolding and some students like to see things visually, some want hands-on learning and some need extra time to absorb the information. (SA-13)

Another Arabian participant shared:

In language teaching, concepts have to be explained three or four times using different ways. (SA-03)

One more teacher explained:

Developing a rapport with learners is very important to make them comfortable in a learning environment. I am always helping them, facilitating them with new concepts. (SA-14)

A teacher said:

If the attention of my students gets diverted, I immediately realize and try to engage that student in class. Prior to lectures, I ask questions to assess their knowledge. Moreover, formative and summative assessments also help to identify their performance. (PK-07)

Another teacher from Pakistani said:

Reflection is a continuous activity. A teacher keeps on reflecting on her lectures, assignments, dealing with students, students' behaviors etc. Recapitulation of the lecture is also a reflection that helps the teacher to improve his/her teaching. No one is perfect, but we try to do the maximum. (PK-15)

A teacher explained:

If my students do not understand me, I do small changes in my lesson plan and I usually use visual aids in my lectures. I ask students to share their queries. I try to explain concepts in simple language. (PK-09)

To sum up, respondents from both countries reflect on their positive and weak points and work on these to improve themselves. However, Arabian teachers seem more reflective and concerned about the satisfaction and performance of their students as they provided many concrete examples during their talks. On the other hand, many Pakistani teachers realize their weaknesses and improvements, but they mainly focus on routines. They hardly present examples, rather they were discussing weaknesses of students in their talks. The study findings of Zwozdiak-Myers, (2011); and Black (2013) were aligned with our research that reflective teaching practices facilitate teachers to know the vague concepts and difficult situations. It plays a key role in understanding the existing situation. After such situations teachers become professional sound and more effective for their students.

4.4. Active Experimentation

As mentioned elsewhere, at this stage, a teacher should practice newly acquired knowledge. Your own reflection, thoughts and observation help in improving your performance. So, we asked respondents how often you realize to update your knowledge and teaching style? The following response received from participants:

I always try to update my knowledge by studying the relevant literature. I understand teaching is an ongoing process. If you do not improve yourself, you get stale. I always try to provide up-to-date knowledge for my students. In such a competitive environment, you can afford to live in old age. (SA-07)

Another teacher said:

I believe there is always a room for improvement. At the start of the academic year, I update my knowledge of that particular subject. I also engage myself in learning new teaching and assessment strategies. You can only catch the students' interest if you have something new with you. (SA-12)

One more teacher shared his experience:

Updating existing knowledge is extremely important in teaching. I always look for opportunities in the form of workshops to learn new skills and update the existing. (SA=15)

One more share her experience in the following way:

Earlier, my students did not follow me, then I realized my teaching style is difficult for them. I use very heavy and tough vocabulary and they cannot understand at this stage. Then I change my style and I try to accommodate myself according to their level. It is not easy to realize something like this. It took me a while to understand my problem. I think reflecting on your performance is equally important as you are monitoring your students' performance. (SA-02)

On the other hand, a teacher from Pakistan share her experience:

I am always eager to learn to broaden my knowledge in the field. But, from the administration and government end, we have never been facilitated with opportunities to polish our skills and knowledge. (PK-02)

Another shared in the following way:

When there is a change in courses, I do consider updating my knowledge and ability to teach well on that course. Otherwise, if there are training opportunities, I work hard to improve myself. (PK-14)

Another said:

Updating knowledge in teaching is highly important. Moreover, learning to teach is also important. There are new advancements in teaching methods and strategies. Thus, a teacher has to be well-equipped with these to better perform in the field. (PK-11)

To conclude the active experimentation component, both Pakistani and Arabian teachers are doing their best to equip them with new skills and knowledge. Teachers from both countries shared their strategies for how they improve/update their knowledge in teaching and in their disciplines, which is the crux of teaching. Authors Tugui (2011); Racdulescu (2012); and Sellars (2012) also concluded the same in their research that reflective teaching practices help teachers to apply new concepts, strategies in the new situation to have concrete experience. This in line with our study results, participant reported that they learned the new methods and strategies to improve their teaching and learning situations.

5. Limitations and Directions for Future Research

The study aimed to explore the reflective teaching practices of elementary teachers from Pakistan and Saudi Arabia. The following limitations need to be stressed and to recommend directions for future research. First, we adopted qualitative research methodology for this research and we remained limited to exploring the adopted reflective teaching practices. Future research can be designed on the quantitative methodology and add more variables to see the clear impact of reflective practices on teachers and students. Moreover, observation

can also be conducted to map out reflective teaching practices. By adopting quantitative methodology or more variables will provide an opportunity to expand the analysis and to see the clear differences between Pakistani and Arabian teachers. So far, we have been able to engage limited teachers in this research. Future research can add more participants to better generalize the findings of the research. Generally, the findings of qualitative research have less generalizability due to sample size and limited scope. Thus, future research could enhance the scope of the research to generalize the study findings.

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