

Attitudes towards Pedagogical Reflection among a Group of Pre-Service English Teachers

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Abstract

Reflective practice is an essential component of teacher training programs. Moreover, the experience of reflection in pedagogy students led to a deeper understanding of their teaching practices and increased confidence in their teaching skills. This article aimed to determine pre-service English teachers' attitudes towards reflective practice, focusing on their cognitive, affective, and behavioral components. The population of the study was 88 pre-service English pedagogy students, and the study used a quantitative methodology. A validated questionnaire was used to gather the data and treat it statistically. The results show that all participants had a favorable attitude toward the reflective practice, though there are significant differences among each group of participants. It is concluded that attitude towards reflection increases as students gain sufficient experience and knowledge conducting pedagogical reflection practices. The findings suggest the need for a framework to improve attitude components in the English pre-service program and to focus on reflective practice in the early stages of teaching practice to motivate and induce pedagogical reflection from the beginning of the program. This study might be beneficial for tertiary education to foster a positive reflective attitude towards reflection.

Keywords: attitude, affective, behavioral, cognitive, reflection

1. Introduction

According to Jay and Johnson (2002), reflection involves engaging in a dialogue with oneself and others about one's thoughts. Perrenoud (2004) also argues that reflection facilitates the creation of meaning by fostering an attitude of search and questioning and recognizing the complexity and uncertainty of interactions and their consequences. This aspect can be employed more effectively when teachers step back from a situation and ask questions to make sense of particular events (Russell, 2018). In addition, Cole et al. (2022) believe that the practice will help educators to link theory and practice, allowing them to become more culturally inclusive (Butville et al., 2021), confident in classroom management (Slade et al., 2019), and less likely to experience burnout (Taylor et al., 2021). Thus, reflective practice is critical to the professional practice (Schön, 1992), learning (Kolb, 1984), and metacognitive development (Vos, 2001) of both in-service and pre-service teachers. Reflecting is critical to the professional practice (Schön, 1992), learning (Kolb, 1984), and metacognitive development of both in-service and pre-service teachers (Vos, 2001). As Jay and Johnson (2002: 76) posit: "Reflection is a process that involves taking one's thoughts into dialogue with oneself and others". Perrenoud (2004) also argues that reflection facilitates the creation of meaning, fostering an attitude of search and questioning and recognizing the complexity and uncertainty of interactions and their consequences. However, to develop a reflective posture, it is necessary to form a habitus that can be developed and adjusted according to the situations experienced by the professional.

Teachers face complex pedagogical situations that sometimes demotivate them, as is the case of beginning teachers who, in their job placement stage, face an institutional reality that contradicts, in several aspects, what they learned in initial training (Esteve, 2006). This situation underlines the importance of developing reflective ability in future teachers so that what they did not learn in the training institution can be acquired due to learning in practice (Chacón, 2006). This process requires a positive attitude towards questioning of one's professional activity. Then, Perrenoud

(2004) also highlights the importance of teaching pedagogy students to reflect on their practices; later, they can assume political and ethical responsibilities to cope with complex situations of the educational task. Therefore, reflective teachers should be trained, and then they can become professionals capable of questioning themselves, learning from experience, improving, and innovating in their professional actions. Consequently, the reflection processes strengthen professional identity; therefore, university education should provide opportunities for a reflective experience (Marcelo, 2012).

Thus, it is observed that most training institutions propose the training of a teacher characterized by being reflective and autonomous, capable of learning and relearning their professional skills (Chacón, 2008). Therefore, it seems that the experience of reflection during training and in the stage of their insertion into the educational field is vital to their teaching performance (Sanders & Rivers, 1996; Villegas-Reimers, 2003). Furthermore, recent research shows the importance of providing future teachers with training oriented to the development of reflective thinking and a positive attitude towards questioning their professional actions to improve their practice depending on the requirements of the students and their context (Nocetti, 2016). Besides, it has been researched that beginning teachers face various situations not contemplated in initial training, which appear only in the actual situation of teaching practice and this perspective, reflection as a means that sustains change is critical in training and professional development (Ávalos, 2009; Marcelo, 2012). Thus, notwithstanding the preceding, university institutions are committed to training an autonomous, reflective, and critical teacher, but this profile is not fully achieved (Gorichon et al., 2015).

In 2016, there was Law 20.903 in Chile, which created the Teacher Professional Development System. Thus, the State initiated the development of a new institutional framework for the teaching profession in the country. Its objective was to recognize teaching as a strategic and highly challenging profession, increasing its value and constructing an inclusive educational system. This Teacher Professional Development System established new conditions regarding the initial teacher training. Firstly, standard entry requirements to study teacher training are compulsory accreditations for all pedagogy programs in the country, led by the National Accreditation Commission (CNA in Spanish). Secondly, the application of a diagnostic evaluation upon admission, under the responsibility of each university and the National Diagnostic Evaluation for Initial Docent Training (END in Spanish), which must be applied by the Ministry of Education, through the Center for Improvement, Experimentation, and Pedagogical Research (CPEIP in Spanish), during the penultimate year of the program. Its purpose is to collect diagnostic information on the training processes of universities regarding knowledge, skills, and provisions established in the Pedagogical and Disciplinary Standards of initial training. This evaluation is mandatory and a qualification requirement for all pedagogy students (Informe Nacional Evaluación Nacional Diagnóstica de la FID, 2016).

Each career's instruments comprise General Pedagogical Knowledge Test, Pedagogical Reflection Test, a Disciplinary and Didactic Knowledge Test, and a complementary questionnaire. The English Disciplinary and Didactic Knowledge Test (PCD in Spanish) is a closed-response, multiple-choice test that has 60 questions, which assess the appropriation of the English Pedagogical Standards, grouped into the following topics: Mastery of language (22 Questions), Elements for planning the teaching-learning process (19 Questions), Knowledge and skills for implementation (15 Questions), and Reflection on pedagogical practice (4 Questions). In 2016, 1366 pre-service English pedagogy students belonging to 42 teacher training institutions in English students in the country took the test, the percentage of correct answers in the aspects of "Reflection on pedagogical practice" reached 48.70% (Ministerio de Educación, 2016). In 2017, 1619 pre-service English pedagogy students from regular programs took the test in the country, and the percentage of correct answers in the aspects of "Reflection on pedagogical practice" reached 55.7% (Ministerio de Educación, 2017). In 2018, 1203 pre-service English pedagogy students from regular programs took the test, and the percentage of correct answers in the aspect "Reflection on pedagogical practice" reached 54.8% (Ministerio de Educación, 2018). Finally, during 2019, 1097 pre-service English pedagogy students from regular programs took the test, and the percentage of correct answers in the aspect "Reflection on pedagogical practice" was 53.1% (Ministerio de Educación, 2019). As it is possible to observe, the results concerning the aspect of reflection on pedagogical practice are low. Therefore, it is necessary to explore pre-service English pedagogy student attitudes toward reflection on pedagogical practice to understand these national results.

The Faculty of Education at the Universidad Católica de Temuco (UCT) and the English Pedagogy program have progressively incorporated reflective teaching strategies in their undergraduate courses for several years. Moreover, reflection competence is an essential part of the English pedagogy program. It is assumed in the initial, progressive, and professional practice courses through implementing different initiatives, such as developing critical comments. Additionally, students are encouraged to propose initiatives to improve their performance, considering the weaknesses detected. According to Schön (1992), students are encouraged to reflect on professional action,

identifying strengths and weaknesses posed by professional performance. A complexity that arises when implementing these initiatives is that students have difficulties articulating the reflection processes with performance improvement.

Likewise, the development of reflection can be affected by the subjects' attitudes towards it (Nocetti et al., 2020). In this context, it is revealed that teachers and students in practice are involved in reflection processes to develop professional competence. Therefore, this study wants to determine pre-service EFL teachers' attitudes towards pedagogical reflection. Then, the study results will be used as a source of decision-making concerning introducing new strategies to motivate pre-service English teachers to conduct pedagogical reflection.

2. Literature Review

2.1 Attitude towards Reflection

Attitude is the disposition of an individual to react to a particular object, behaviour, person, institution, event, or another aspect of his or her world (Ajzen, 1993). Ajzen contended that while different theorists may define attitude differently, they all agree on one thing: attitude has an evaluative dimension (Edwards, 1983; Bem, 1970). In other words, attitude dimensions can be quantified and evaluated. Furthermore, Ajzen (1993) recognized that while attitude is inaccessible to observation because it is contained within the individual's mind or is latent, it can be quantified through their reactions or responses to the object of the attitude, which may be favourable or unfavourable toward the object, persons, institutions, events, or situations.

It is defined as a tendency acquired and organized through one's own experience that leads the individual to assess an idea, person, or situation in a given way, performing accordingly (Wander, 1994). Meanwhile, Moscovici (1986) states that attitude corresponds to beliefs and feelings that produce a determined behaviour displayed in human practice. It is essential to mention that attitude is acquired (Baron & Byrne, 2005), and therefore people learn to have a favourable, indifferent or unfavourable attitude. We learn to value a given object positively, expecting it to perform accordingly with such an assessment (Nocetti et al., 2020).

According to the literature (Hilgard, 1980; Rosenberg & Hovland, 1960; Morales et al., 2003), the operational definition of attitude has three components. First, the cognitive dimension refers to comprehension and conception and deals with a person's awareness and knowledge, in this case, of teaching reflection. Second, the affective dimension is understood as feelings, emotions, and preferences teaching reflection triggers. Third, the behavioural dimension represents the actions carried out by the subject in reflective terms.

The cognitive component of attitude is defined as an individual's psychological theorization of the attitude's object (Eagly & Chaiken, 1993), which can also be referred to as knowledge structures or stereotypes. In other words, stereotypes are based on what students have learned about members of social groups. It can help teachers to view and judge students' achievement (Ferguson, 2003; Fiske & Taylor, 1991). In general, knowledge of stereotypes decreases the complexity of observations, accelerating and enhancing the efficiency of information processing.

The affective component of attitudes reveals an attitude's emotional foundations, namely the extent to which the attitude subject evokes favourable or unfavourable emotions (Eagly & Chaiken, 1993). Implicit and explicit affective attitudes are considered separately in theory and research. Explicit attitudes are the deliberate reflections of an attitude object and help shape the object's evaluation (Gawronski & Bodenhausen, 2006). Thus, because individuals must retrieve the evaluation from memory, expressing explicit attitudes requires deliberate and controlled processes (Fazio & Olson, 2003). Implicit attitudes, on the other hand, are automatic evaluations that occur when the attitude object is present (Fazio & Olson, 2003).

The conative (behavioural) component of attitude is an individual's proclivity to react in a particular way and respond to a particular object. The components of behavioural attitude development reveal how an individual feels, perceives (favourably or unfavourably), and attitudes towards the examined subject (Defleur, Westie, 1963; Wicker, 1969; Ajzen & Fishbein, 2005; Fazio, 1990; Ajzen, 2005; and others). This inclination towards a specific object consists of behaviours or observable responses that stem from assessing one's knowledge of an attitude object.

A conceptual framework is constructed based on the initial concepts to assess the students' attitudes towards reflective practice. The details are explained as follows:

As shown in Figure 1, it is predicated on the premise that students' attitudes towards reflection can be conatively, affectively, and cognitively defined. Based on Ankiewicz's (2019) model, the cognitive component affects the affective component, and the two components further affect the behavioural component; therefore, the relationship

between the three components is worth investigating:



Figure 1. The Three Components of Students' Attitudinal Disposition Towards Reflection

Adapted from Ankiewicz (2019).

This study complied with the ethical criteria for educational research: anonymous and confidential data management and free and voluntary participation after signing informed consent. Additionally, researchers did not work directly with the students to avoid pedagogical power bias and the academic advantages of participating in this study.

2. Method

This study took place in an English Pedagogy undergraduate program at a university in south Chile. The study population was composed of 88 participants, including students from three different courses in the program. Then, there were students from 2nd year in *Práctica II* (n=22), 3rd year in *Práctica IV* (n=35) and 4th year in *Talleres de Conexiones Didácticas Disciplinarias (TCDD)* (n=30).

The study is quantitative research, and it used a descriptive correlational research design aided by inquiry to determine the attitudes of pre-service English pedagogy students toward pedagogical reflection. Descriptive research presents what is revealed in the data obtained through surveys and statistical analysis. It defines the "what is" of the data (Ariola, 2006). Concerning the present investigation, a correlational approach was utilized.

The study utilized a validated questionnaire adapted from Damianus Abun, Theogenia Magallanes, Sylvia Foronda, and Mary Incarnacion. (2019). Once adapted, it was subjected to expert judgment from eight professors, who evaluated the adjustments for each item and the established dimensions. Later, a pilot with a small group of students was performed. The final form was divided into two sections, the first of which included demographic data (gender, age, course, and generation). The second section consisted of three subscales: cognitive, affective, and behavioural, with 30 items using a five-point Likert scale. The Likert scale for the questions was set as Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The questions measure the students' attitudes in terms of cognitive, affective, and behavioural aspects. The instrument's reliability was assessed with Cronbach's Alpha coefficient, obtaining a value of 0.91. As for the subscales, the following values were obtained: 0.73 for the cognitive subscale, 0.85 for the affective subscale, and 0.87 for the behavioural subscale.

In data gathering, a letter was sent to the Head of the Program, requesting to allow the researcher to flow the questionnaire among the students. In addition, the researchers had an online meeting with the professors in charge of each course *Práctica II*, *Práctica IV*, and *TCDD* and requested them to tell the students about the research. Additionally, this study considered anonymous and confidential data management and free and voluntary participation after signing a consent letter. Moreover, researchers did not work directly with the students to avoid pedagogical power bias. Finally, the questionnaires and the consent letters were sent to the students through a Google Form. The retrieval of questionnaires was automatic by the Google platform.

3. Results

Concerning the sample distribution, 66% of the participants were female students, while 34% were male students. Furthermore, they rated their ages from 19 to 33, and 98% of the respondents were between 20 and 26. Therefore, it can be noted that the study sample corresponds to a homogeneous group in terms of age. Table 1 shows students' distribution according to their semester's courses; 26%, 40%, and 34% are in *Práctica I*, *Práctica II*, and *TCDD*, respectively.

Table 1. Sample Distribution according to the Course Level

Course name	N	Percentage	Semester
(1) <i>Práctica II</i>	23	26%	5th
(2) <i>Práctica IV</i>	35	40%	7th
(3) <i>TCDD</i>	30	34%	9th

3.1 Overall Descriptive Rating

Students' attitude towards reflection was analyzed considering cognitive, affective, and behavioural dimensions. As seen in Table 2, the total mean value for the student's attitude towards reflection is 3.77, with a standard deviation of 0.87, which indicates a medium-high attitude towards reflection when the mean score is 3. Considering the different dimensions that make up the attitude towards the reflection construct, it is observed that the cognitive dimension presents the highest level of reflection with a mean of 4.19 and a standard deviation of 0.98. Then, followed by the behavioural dimension, with a mean of 3.64 and a standard deviation of 0.88, and finally, the affective dimension, which shows the lowest mean value of 3.49 and a standard deviation of 1.01.

Table 2. Students' Attitude towards Reflection in Total and each Dimension

Dimension	Minimum	Maximum	Mean	SD
Cognitive	2.90	4.93	4.19	0.98
Affective	1.78	4.33	3.49	0.01
Behavioural	2.48	4.63	3.64	0.88
Total Attitude Toward Reflection	2.30	4.83	3.77	0.87

3.2 Cognitive Dimension

Regarding cognitive dimension, the course with the highest mean value (4.14; SD 0.44) is the *TCDD* course, followed by *Práctica II* (Mean 3.99; SD 0.48) and then *Práctica IV* (Mean 3.49; SD 0.44). We can point out that all the courses presented a high perception towards the cognitive dimension of reflection, especially the students in the *TCDD* course.

In terms of the highest score statement in the cognitive dimension, it was possible to observe that more than 97% of the students recognize the importance of the reflection process for life (4) (Mean 4.72; SD 0.52) and for all professions (22) (Mean 4.69; SD 0.53). Moreover, most of the students consider that the reflection process must be part of the English program (1) (Mean 4.69; SD 0.53) because it is essential to enrich their professional practice (10) (Mean 4.51; SD 0.57), so they believe that through reflection they can improve their professional practice (2) (Mean 4.65; SD 0.50) (Table 3).

Table 3. General Cognitive Statements Dimension Distribution (n88)

General Cognitive Statements	Mean	S. D.	Percentage
(4) I consider reflection to be valuable for daily life.	4.72	0.52	99 %
(1) I believe that the reflection process should be part of the teaching program of your career.	4.69	0.53	97 %
(22) I think that reflection is useful in all professions.	4.69	0.53	97 %
(2) I think that reflection can facilitate my teaching practice.	4.65	0.50	96 %
(10) I think that reflecting is important to enrich my teaching practice.	4.51	0.57	95 %

When comparing the attitude toward reflection from three courses in the cognitive dimension, it is possible to verify that pre-service English teachers' attitudes toward reflective practice were homogeneous and increased through the different levels (*Práctica II* – 5th, *Práctica IV* – 7th and *TCDD* – ninth). Students recognize that reflecting is vital to enrich and facilitate their teaching practice, which increases as they progress through the courses.

Despite the positive attitude toward reflection, the students recognized that reflection is both a demanding (5) (Mean 4.64; SD 1.01) and complex process to understand (8) (Mean 3.28; SD 3.28). Moreover, students from *TCDD* present higher scores in those statements (Mean 3.43; SD 0.82) (Table 4).

Table 4. Cognitive Dimension in Each Course

Cognitive Dimension	<i>Práctica II (n23)</i>		<i>Práctica IV (n35)</i>		<i>TCDD (n30)</i>	
	M	SD	M	SD	M	SD
(2) I think that reflection can facilitate my teaching practice.	4.48	0.51	4.66	0.54	4.77*	0.43
(10) I think that reflection is important to enrich my teaching practice.	4.39	0.66	4.40	0.55	4.73*	0.45
(8) The concept of reflection is difficult to understand.	3.30	0.76	3.14	1.03	3.43*	0.82
(5) I think reflection is difficult because it involves a very demanding process.	4.65	1.15	4.57	0.81	4.70*	1.15

3.3 Affective Dimension

Regarding the affective dimension, the course with the highest mean value is the *TCDD* course (Mean 3.53; SD 0.57), followed by *Práctica II* (M 3.46; SD 0.61) and then *Práctica IV* (M 3.18; SD 0.64), which represents a medium level of affective reflection, in terms of motivation and enjoyment towards reflection.

In terms of the higher score statement in the affective dimension in general, it was possible to identify that most of the students recognize that thinking about the reflection process makes them feel anxious (14) (Mean 4.86; SD 1.01) and exhausted (20) (Mean 4.76; SD 0.98). Nevertheless, more than 80% of the students recognize that reflection helps them professionally and personally (19) (Mean 4.42; SD 0.81). Indeed, they agreed that reflecting makes them feel that they improve in their professional practice (17) (Mean 4.09; SD 0.83) and that it is motivating for their professional development as well (18) (Mean 3.97; SD 0.81) (Table 5).

Table 5. General Affective Statements Dimension Distribution (n88)

General Affective Statements	Mean	S. D.	Percentage
(14) Thinking about the reflection process makes me anxious.	4.86	1.01	97 %
(20) I consider reflection to be an exhausting process.	4.76	0.98	95 %
(19) I feel that reflection helps me not only in my professional life but also in my personal life.	4.42	0.81	86 %
(17) Reflecting makes me feel that I am improving in my professional practice.	4.09	0.83	80 %
(18) Reflecting is motivating for my professional development.	3.97	0.81	77 %

When observing the students' scores, we can point out that the feeling of anguish and anxiety towards the reflection process differs depending on their course. As the students advance in their learning and reflection process, anxiety/distress decreases significantly in the last semesters, especially in the *Práctica IV* course (M 3.17; SD 0.99) and *TCDD* (M 3.30; SD 0.95), respectively.

Table 6. Affective Dimension in Each Course

Affective Dimension	<i>Práctica II (n23)</i>		<i>Práctica IV (n35)</i>		<i>TCDD (n30)</i>	
	M	SD	M	SD	M	SD
(6) Reflecting causes me anguish.	4.91	1.08	3.09	1.01	3.30	0.95
(14) Thinking about the reflection process makes me anxious.	4.87	0.97	4.60	1.01	3.17	0.99
(23) When I am asked to reflect on my practice, I get bored and discouraged.	3.52	0.79	3.34	0.87	2.80	0.76
(17) Reflecting makes me feel that I am improving in my professional practice.	3.86	0.83	4.00	0.85	4.43	0.68

The same occurs when students are asked to reflect on their teaching practice, *Práctica II* students tend to become more discouraged than their peers in *Práctica IV* and *TCDD* (M 3.52; SD 0.79). However, as they advance in their curricular process, students tend to get less bored and discouraged concerning the reflection process. It is reflected in the differences in means of the three courses regarding the feeling of improvement that is influenced by reflection.

Consequently, the students from the higher courses present the highest scores in terms of their Means *TCDD* (M 4.43; SD 0.68), followed by *Práctica IV* (M 4.00; SD0.85) and *Práctica II* (M 3.86; SD0.83) respectively. (Table 6).

3.4 Behavioural Dimension

Considering the results of courses of the 'behavioural' dimension, it can be noted that the *TCDD* course presents the highest scores (Mean 3.89; SD 0.55), which indicates a high attitude towards reflection, followed by a medium-high attitude in the courses of *Práctica II* (Mean 3.46; SD: 0.53) and *Práctica IV* (Mean 3.35; SD0.51).

In terms of the highest score in each statement of the behavioural dimension in general, it was possible to identify that although the students recognize how to use the reflective process to make changes in their professional practice, (3) (Mean 3.70; SD 0.73) and that they have the abilities to make an appropriate reflective process (25) (Mean 3.58; SD 0.78). However, on the other hand, 67% of the students think they lack the necessary tools to use the reflection in their teaching practice (16) (Mean 3.75; SD 0.88), which could be explained because they are in the process of learning how to improve their teaching practice through reflection.

On the other hand, 40% of the students stated that they used reflection as a core strategy in their professional training (Mean 3.33; SD 0.75), and they applied theory to support their teaching process reflection (Mean 3.29; SD 0.87) (Table 7).

Table 7. General Behavioral Statements Dimension Distribution (n88)

General Behavioral Statements	Mean	S. D.	Percentage
(16) I lack the necessary tools to use reflection in my teaching practice.	3.75	0.88	67%
(3) I know how to use the reflection process to make changes in my teaching practice.	3.70	0.73	64%
(25) I have the skills to carry out an adequate reflection process.	3.58	0.78	59%
(24) I use reflection as a central strategy in my professional training.	3.33	0.75	43%
(26) I apply theories to support my reflection process in my professional training.	3.29	0.87	40%

Regarding the differences of means that we observed in the three courses in teaching practice, it can be stated that the *Práctica IV* students present significant differences of means in terms of recognizing that they lack the necessary tools to use reflection in their teaching practice (Mean4.97; SD 0.92). Meanwhile, *Práctica II* (Mean of 2.61; SD0.72) and *TCDD* students (Mean 2.67; SD0.80) disagree with what was stated, presenting a medium-low score relative to the maximum score is 5.

Likewise, it can be observed that there are mean differences between *Práctica II* and *Práctica IV* students in the statements related to knowing how to use reflection in their training process, in comparison with the *TCDD* students, who present the highest scores (Mean 4.13; SD 0.51). These results suggest that as the teaching practice courses progress, students can use reflection as a training strategy, apply the theory that supports their decision-making, and analyze professional pedagogical practice as future teachers (Genc, 2016). Therefore, *Práctica II* students present the lowest scores (Mean 2.91; SD 0.79), suggesting that as beginner pre-service pedagogy students, they recognize that they lack the tools to use reflection in their training process (Mean 2.61; SD 0.72).

Table 8. Behavioural Dimension in Each Course

Behavioural Dimension	<i>Práctica II</i>		<i>Práctica IV</i>		<i>TCDD</i>	
	M	SD	M	SD	M	SD
(16) I lack the necessary tools to reflect in my teaching practice.	2.61	0.72	4.97	0.92	2.67	0.80
(3) I know how to use the reflection process to make changes in my teaching practice.	3.39	0.72	3.57	0.74	4.13	0.51
(24) I use reflection as a central strategy in my professional training.	3.04	0.71	3.14	0.65	3.80	0.71
(26) I apply theories to support my reflection process in my professional training.	2.91	0.79	3.26	0.85	3.70	0.84
(25) I have the skills to carry out an adequate reflection process.	3.39	0.72	3.49	0.85	3.87	0.68

It seems relevant to point out that *Práctica II*, *Práctica IV*, and *TCDD* courses present scores above the average concerning recognizing that they have the necessary skills to carry out an adequate reflection process. *TCDD* students showed the highest scores (Mean 3.87; SD 0.68), followed by *Práctica IV* (Mean 3.49; SD 0.85) and *Práctica II* (Mean 3.39; SD 0.72), respectively.

In summary, the dimensions of reflection presented as homogeneous in this study are the cognitive and affective dimensions, and perception is in the medium-high levels of agreement. Meanwhile, the behavioural dimension in the *TCDD* course stands out over the other courses of the study (Figure 2). This evidence correlates with Almazrawi (2014), who remarks that higher education programs need to develop reflective practices to encourage and deepen students' learning process.

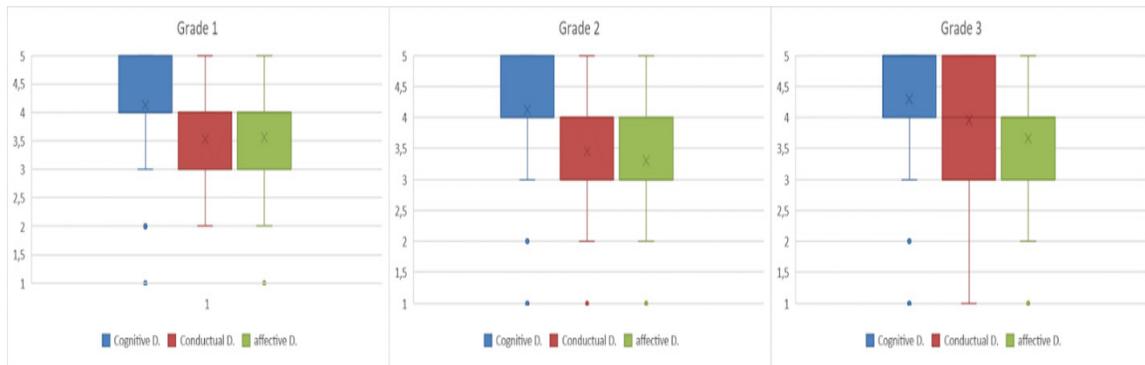


Figure 2. The Behavioural Dimension across the Three Courses

4. Discussion

The current study aimed to ascertain pre-service English teachers' attitudes toward reflective practice. Thus, the primary research question of this study was to ascertain the degree of attitudinal disposition toward cognitive, affective, and behavioural components. The most intriguing finding was that all participants agreed (3.77) that they had a favourable attitude toward the program's reflective practice. In other words, only a small percentage of students view the practice negatively. This study assists us in justifying why we began this research in the first place: to foster reflective practice in the pre-service program.

Another significant finding was that most students possessed a cognitive attitude (4.19). Next are participants with behavioural (3.64) and affective attitudes (3.49). It indicates that most students have stronger beliefs and thoughts about reflective practice than those with feelings and emotions or a proclivity to act or resolve on reflective practice. This finding is consistent with the findings of Abun et al. (2019), which indicated that students understand the value of reflective practice; however, they need more motivation and desire to engage in it. This finding has significant implications for developing a framework for improving attitude's behavioural and affective components in the English pre-service program.

The research's initial objective was to ascertain the students' attitudinal dispositions across the program's three practical courses (*Práctica II*, *Práctica IV*, and *TCDD*). The most significant finding was that students enrolled in *TCDD* demonstrated the highest level of cognitive, affective, and behavioural dispositions. However, from *Práctica II* to *Práctica IV*, the degree of affective and behavioural control decreases gradually. A possible explanation for this finding is that students in the ninth semester of *TCDD* have gained sufficient experience conducting reflective practice over the years. As a result, they reported the most positive attitudes across the three dimensions. However, it is surprising that students in *Práctica II* (who are in their 5th semester) have a more optimistic attitude than students in *Práctica IV* (in the 7th semester). This latter finding is difficult to explain but may be related to the low quality of reflective practice implemented in *Práctica IV*. As a result, these findings may aid us in determining which attitude dimension is highly significant and the context in which it occurs.

The rationale is that reflection is required to move forward in the first courses of Teaching Practice in the process of induction and motivation towards pedagogical reflection (Abun et al., 2019; Zeichner & Wray, 2001) since there is fear of facing challenges in the context of performance (Erten, 2015).

5. Conclusion

To sum up, all participants had a favorable attitude towards reflective practice, and that attitude towards reflection increases as students gain sufficient experience and knowledge conducting pedagogical reflection practices. Therefore, reflection is essential for EFL pre-service teachers to improve their teaching skills and student learning outcomes because it allows them to critically analyze and evaluate their teaching practices. The analysis suggests that there is space for improvement in students' attitudes towards reflection, particularly in the behavioral and affective dimensions. Additionally, the cognitive dimension presents the highest level of reflection, followed by the behavioral and affective dimensions. It highlights the need for educators to focus on developing a positive attitude towards reflection in students by helping them to understand its benefits and guiding them towards taking more action in this area. Overall, the study provides a valuable contribution to the field of reflective practice among pre-service teachers. However, further research is needed to understand the impact of attitude on reflective pedagogical practice thoroughly. The study also suggests the need for a framework to improve attitude components in the English pre-service program and to focus on reflective practice in the early stages of teaching practice to motivate and induce pedagogical reflection from the beginning of the program. Finally, this study might benefit tertiary education by fostering a positive attitude towards reflection.

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