Research Paper

Short-term Impact of Reflective Practices on Language Assessment Literacy Among Iranian EFL Teachers: A Mixed-Methods Study

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Abstract
This study investigates the short-term effects of reflective practices on the language assessment literacy (LAL) of Iranian English as a Foreign Language (EFL) teachers. Drawing on a mixed-methods approach, quantitative data were collected through adapted LAL measurement tools, while qualitative insights were obtained from reflective prompts, teaching observations, and interviews. Fifty EFL teachers participated in the study, engaging in structured reflective practices over a four-week period. The results revealed significant improvements in teachers' ability to choose appropriate assessment methods, develop and interpret assessments, and use results for decision-making. However, no significant changes were observed in their ability to recognize unethical assessment methods. The findings suggest that while reflective practices can effectively enhance various dimensions of LAL, targeted interventions are necessary to address gaps in ethical assessment practices. The study highlights the importance of integrating reflective practices into teacher professional development programs and suggests avenues for future research, including the long-term effects of reflective practices and the role of technology in supporting teacher reflection.
Keywords: EFL teachers; Iranian education; Language assessment literacy; Mixed-methods; Reflective practices; Professional development

تأثیر کوتاه مدت تمرینات بازتابی برسواد ارزیابی زبان معلمان ایرانی زبان انگلیسی: پژوهشی ترکیبی

این پژوهش تأثیرات کوتاه‌مدت تمرینات بازتابی بر سواد ارزیابی زبان (LAL) معلمان ایرانی زبان انگلیسی به عنوان زبان خارجی (EFL) را بررسی می‌کند. در این پژوهش ترکیبی، داده‌های کمی از طریق ابزارهای سنجش سواد ارزیابی زبان و داده‌های کیفی از طریق سوالات بازتابی، مشاهده‌های آموزشی و مصاحبه‌ها جمع‌آوری شدند. پنجاه معلم زبان انگلیسی در این پژوهش شرکت کردند و به مدت چهار هفته در تمرینات ساختارمند بازتابی شرکت داشتند. نتایج نشان داد که توانایی معلمان در انتخاب روش‌های ارزیابی مناسب، طراحی و تفسیر ارزیابی‌ها و استفاده از نتایج برای تصمیم‌گیری به طور چشمگیری بهبود یافته است. با این حال، در توانایی آن‌ها برای شناسایی روش‌های ارزیابی غیراخلاقی تغییری مشاهده نشد. این یافته‌ها نشان می‌دهد که تمرینات بازتابی می‌توانند ابعاد مختلف سواد ارزیابی زبان را بهبود بخشند، اما برای رسیدگی به شکاف‌ها در رویه‌های اخلاقی ارزیابی، نیاز به مداخلات هدفمند وجود دارد. این مطالعه اهمیت ادغام تمرینات بازتابی در برنامه‌های توسعه حرفه‌ای معلمان را برجسته کرده و پیشنهاداتی برای پژوهش‌های آینده ارائه می‌دهد؛ از جمله بررسی تأثیرات بلندمدت تمرینات بازتابی و نقش فناوری در حمایت از بازتاب معلمان.

واژگان کلیدی: سواد ارزیابی زبان، تمرینات بازتابی، معلمان زبان انگلیسی، توسعه حرفه‌ای، آموزش ایران، روش‌های ترکیبی

Introduction

In recent years, the significance of language assessment literacy (LAL) for English as a Foreign Language (EFL) teachers has grown considerably, especially given the demands for more dynamic and adaptable teaching practices (Fulcher, 2012). Reflective practices are increasingly being recognized as crucial in shaping effective professional development and enhancing teaching outcomes (Farrell, 2015). This study seeks to understand the short-term impact of reflective practices on the LAL of Iranian EFL teachers, specifically through a mixed-methods approach that provides a comprehensive understanding of these effects.

Recent studies (e.g., Inbar-Lourie, 2017; Looney et al., 2018) suggest that LAL goes beyond technical knowledge of assessments to include an understanding of ethical, contextual, and pedagogical dimensions of language testing. Reflective practices can help teachers navigate these complexities by fostering critical self-evaluation and pedagogical adaptability (Schön, 1983). In Iran, the educational landscape presents specific challenges related to LAL, such as limited professional development opportunities and the underutilization of modern assessment tools (Shahnazari & Fahim, 2019). Against this backdrop, the current study aims to assess how reflective practices can serve as an intervention to enhance LAL among Iranian EFL teachers in the short term.

Literature Review

The study of language assessment literacy (LAL) within EFL contexts has evolved significantly, especially in light of increased awareness of the critical role assessments play in language learning (Inbar-Lourie, 2017). LAL refers not only to teachers' knowledge and skills in creating and interpreting assessments but also to their understanding of the ethical and practical implications of assessment choices (Taylor, 2013). This has led to an increased focus on teacher development initiatives that integrate reflective practices to help educators become more assessment-literate (Looney, Cumming, van der Kleij, & Harris, 2018).

Theoretical Framework

The theoretical foundation of LAL in this study is drawn from key contributors such as Alderson and Fulcher (2012), who emphasize that LAL involves understanding the design, implementation, and evaluation of assessments within educational settings. Fulcher (2012) highlights that a teacher's ability to interpret assessment results and use them to inform instructional practices is a fundamental component of LAL. Schön's (1983) model of reflective practice, which emphasizes the importance of teachers reflecting on their experiences to improve professional competence, complements this view. Schön's framework posits that reflective practices enable teachers to adapt to complex educational environments by fostering continuous learning and adaptation.

Building on Schön's ideas, Farrell (2015) extends the concept by suggesting that reflective practices encourage deeper self-awareness and the development of pedagogical expertise. Reflective practices allow teachers to critically assess their own assessment methods and outcomes, which in turn fosters improvements in instructional quality. Recent research (Coombe, Vafadar, & Mohebbi, 2020) supports the view that reflective practices can significantly enhance teachers' understanding and application of assessment principles, especially in diverse and challenging educational contexts.

Contextualizing LAL in the Iranian EFL Context

Iran's EFL education system presents unique challenges to the development of LAL, including limited access to professional development resources and a lack of localized assessment training

(Shahnazari & Fahim, 2019). Studies such as Razmjoo and Riazi (2006) emphasize that LAL needs to be tailored to the sociocultural context of each educational system. In Iran, language assessments are often seen as rigid and exam-focused, with limited opportunities for teachers to reflect on or revise their assessment strategies based on classroom realities (Karami & Rahimi, 2020).

Reflective practices offer a way to bridge this gap by encouraging teachers to regularly assess and revise their assessment methods to better meet student needs. Akbari (2007) highlights that in the Iranian context, reflective practices can empower teachers to move beyond traditional methods and adopt more innovative and student-centered approaches. Farrokhi and Ahmadi (2018) further underscore the potential of reflective practices in improving classroom outcomes by enhancing teachers' assessment literacy and decision-making processes.

Empirical Studies on Reflective Practices and LAL
Empirical evidence from various studies suggests that engaging in reflective practices leads to significant improvements in teachers' LAL. Akbari (2007) found that Iranian EFL teachers who regularly engaged in reflective practices were more adept at selecting appropriate assessment methods and interpreting the results for instructional improvement. Farrokhi and Ahmadi's (2018) study extended these findings by demonstrating that reflective practices not only enhance classroom management but also contribute to more effective language assessment strategies.

More recently, Karami and Rahimi (2020) explored the role of technology in supporting reflective practices in the Iranian context. Their findings suggest that integrating technology into reflective practices helps teachers more effectively analyze their assessment strategies and improve their LAL. These studies collectively underscore the importance of reflective practices in developing LAL and improving teaching effectiveness in EFL settings, particularly in resource-constrained environments like Iran.

Professional Development and Technology Integration
Professional development programs that focus on enhancing LAL through reflective practices are becoming increasingly prevalent. Shahnazari and Fahim (2019) demonstrated that structured professional development programs significantly improved Iranian EFL teachers' LAL. Their study suggests that these programs are particularly effective when they incorporate reflective components, enabling teachers to critically evaluate their assessment methods and adapt them to their specific classroom contexts.

Karami and Rahimi (2020) also highlight the role of technology in facilitating reflective practices. By using online platforms and digital tools, teachers can engage in reflective practices more systematically, recording and analyzing their assessment strategies in real-time. The use of technology thus amplifies the impact of reflective practices, making them more accessible and effective, especially in the context of distance learning or blended learning environments, which are increasingly common in Iran.

Research Gaps and Future Directions
While the literature indicates that reflective practices can significantly enhance LAL, there is a notable lack of longitudinal studies that explore the long-term effects of these practices on teacher development and student outcomes (Looney et al., 2018). Additionally, more research is needed on how reflective practices can be systematically integrated into teacher training programs, particularly in contexts where access to professional development resources is limited.

Given the rise of digital learning tools, future research could also explore the integration of technology-based reflective practices in more detail, examining how digital platforms can support continuous professional development in LAL (Karami & Rahimi, 2020). Moreover, comparative studies across different regions and educational systems could provide insights into how contextual factors influence the effectiveness of reflective practices in enhancing LAL.

Research Question
Based on what was mentioned above, this research addressed the following research question:
RQ. How does the immediate use of reflective practices influence the LAL of Iranian EFL teachers?

Methodology
This study employs a mixed-methods design to assess the short-term impact of reflective practices on the language assessment literacy (LAL) of Iranian EFL teachers. The mixed-methods approach integrates both quantitative and qualitative data, offering a comprehensive understanding of how reflective practices influence various aspects of LAL.

Design of the Study
A mixed-methods research design was selected to capture both the measurable changes in teachers' LAL and the deeper, qualitative insights into their reflective practices. Quantitative data were collected through standardized assessment literacy tools, while qualitative data were gathered through self-reported reflections, teaching observations, and semi-structured interviews. This combination allows for a nuanced exploration of the relationship between reflective practices and LAL. By employing both descriptive and inferential statistical analyses, alongside thematic qualitative analysis, this study aims to generate both generalizable and context-specific findings relevant to the Iranian EFL educational system.

Participants
The study involved 50 EFL teachers in Iran, selected based on specific criteria such as:

  A minimum of 5 years of teaching experience in an EFL settin

  Holding at least a bachelor's degree in English Language Teaching (ELT), with a majority possessing a master's degree

  Participation from both genders (25 male and 25 female), with ages ranging from 28 to 55 years

  Participants were recruited through collaboration with universities, language institutes, and high schools in Iran. Informed consent was obtained from all participants, ensuring confidentiality and ethical standards were maintained throughout the research process.

Instruments
Assessment Literacy Measurement Tools
The primary quantitative tool used to measure LAL was an adapted version of established assessment literacy inventories (Taylor, 2013). These inventories were adjusted for relevance to the Iranian EFL teaching context. The final tool included multiple-choice assessments, scenario-based evaluations, and self-assessment components, focusing on the following areas of LAL:

- Choosing Appropriate Assessment Methods (CAAM)
- Developing Appropriate Assessment Methods (DAAM)
- Administering, Scoring, and Interpreting Assessments (ASIA)

- Using Results for Decision-Making (URMD)
- Using Assessments for Grading (URAG)
- Communicating Assessment Results (CAR)
- Recognizing Unethical Assessment Methods (RUMA)

The tool's reliability was confirmed through a pilot study and by calculating Cronbach's alpha, with coefficients for different sections ranging from 0.82 to 0.90, indicating high internal consistency.

Reflective Practices Assessment Tools

Reflective practices were assessed using a combination of structured prompts, teaching observations, and self-reporting mechanisms. Structured prompts encouraged teachers to reflect on specific aspects of their teaching and assessment practices, while teaching observations provided an external perspective on how reflective practices were implemented in the classroom. Self-reporting allowed teachers to document their reflective processes and insights over time.

The reflective practice tools were developed based on existing frameworks (Schön, 1983; Farrell, 2015) and were adapted to ensure cultural relevance to the Iranian EFL context. Validation procedures included expert reviews, pilot testing, and iterative feedback from a subset of participants, ensuring the instruments accurately captured meaningful reflective insights.

Data Collection Procedures

Data collection spanned four weeks, with both quantitative and qualitative data gathered concurrently to ensure a comprehensive analysis of the short-term effects of reflective practices. The process involved several phases:

1. **Pre-intervention assessment:** Teachers completed the LAL inventory to establish a baseline measurement.
2. **Reflective practice intervention:** Teachers engaged in structured reflective activities for two weeks, which included responding to prompts, classroom observations, and self-reporting their reflections.
3. **Post-intervention assessment:** Teachers retook the LAL inventory to measure any immediate changes in their assessment literacy following the reflective intervention.
4. **Qualitative data collection:** Semi-structured interviews were conducted to explore teachers' perceptions of the reflective practices and their influence on their assessment literacy. Interviews were recorded and transcribed for analysis.

To ensure data integrity, assessments were administered in controlled environments, and reflective activities were closely monitored. Data from teaching observations were coded by two independent raters to ensure inter-rater reliability.

Data Analysis
Quantitative Analysis

Descriptive statistics were used to summarize the LAL inventory data, providing insights into the mean scores and standard deviations across different sections. A paired t-test was conducted to examine significant differences in pre- and post-intervention scores, highlighting any immediate improvements in LAL.

A Shapiro-Wilk test of normality was applied to ensure that the data met the assumptions for parametric testing. In cases where data deviated from normality, non-parametric alternatives were

considered. Additionally, an Analysis of Variance (ANOVA) was conducted to identify any differences across the various sections of the LAL inventory, offering a detailed view of how reflective practices impacted specific areas of LAL.

Qualitative Analysis

Thematic analysis was used to analyze the qualitative data from self-reported reflections, teaching observations, and interviews. The analysis focused on identifying recurring themes related to teachers' reflective practices and their perceived impact on assessment literacy. Key themes were coded and categorized based on Schön's (1983) and Farrell's (2015) frameworks of reflective practice, with special attention to themes such as "self-awareness," "pedagogical decision-making," and "adaptation of assessment methods."

To ensure reliability, coding was carried out by multiple researchers, and discrepancies were resolved through discussion and consensus. The results from the qualitative analysis were triangulated with quantitative findings to provide a comprehensive understanding of the study's outcomes.

Validity and Reliability

To enhance the study's validity, several measures were taken:
- **Content validity** was ensured by having experts in LAL and reflective practices review the research instruments.
- **Construct validity** was addressed by aligning the LAL inventory with well-established theoretical frameworks and adapting it to the specific context of Iranian EFL education.
- **Reliability** was ensured through consistent data collection procedures, inter-rater reliability checks, and the calculation of Cronbach's alpha for the assessment tools.

Results

This section presents the results from both the quantitative and qualitative analyses, providing a detailed overview of the impact of reflective practices on the language assessment literacy (LAL) of Iranian EFL teachers.

Quantitative Results

The quantitative data were analyzed using descriptive and inferential statistics to compare participants' LAL before and after the reflective practice intervention.

Descriptive Statistics

Table 1 below shows the mean scores and standard deviations for each section of the LAL inventory, both before and after the reflective practice's intervention.

Table 1
Descriptive Statistics for LAL Inventory (Pre- and Post-Intervention)

LAL Inventory Section	Pre-Intervention Mean (SD)	Post-Intervention Mean (SD)
Choosing Appropriate Assessment Methods (CAAM)	3.20 (0.42)	3.80 (0.35)
Developing Appropriate Assessment Methods (DAAM)	3.10 (0.29)	3.90 (0.40)
Administering, Scoring, and Interpreting	3.25 (0.52)	4.00 (0.31)

(ASIA)		
Using Results for Decision-Making (URMD)	2.90 (0.60)	4.05 (0.50)
Using Assessments for Grading (URAG)	3.15 (0.45)	3.90 (0.38)
Communicating Assessment Results (CAR)	2.80 (0.55)	3.75 (0.47)
Recognizing Unethical Assessment Methods (RUMA)	3.40 (0.48)	3.15 (0.62)

The results show an overall improvement in the LAL of Iranian EFL teachers across all sections after engaging in reflective practices. The most significant improvements were observed in the **Choosing Appropriate Assessment Methods (CAAM)** and **Using Results for Decision-Making (URMD)** sections, where participants demonstrated enhanced decision-making abilities in choosing and utilizing assessments to inform instruction.

Inferential Statistics

To assess the statistical significance of the changes observed in LAL scores before and after the reflective practice intervention, paired t-tests were conducted for each section of the LAL inventory. Table 2 presents the results of the paired t-tests.

Table 2
Paired T-Test Results for LAL Inventory

LAL Inventory Section	Mean Difference	t-value	p-value (2-tailed)
Choosing Appropriate Assessment Methods (CAAM)	0.60	2.63	0.013*
Developing Appropriate Assessment Methods (DAAM)	0.80	3.12	0.002*
Administering, Scoring, and Interpreting (ASIA)	0.75	2.45	0.022*
Using Results for Decision-Making (URMD)	1.15	3.75	0.003*
Using Assessments for Grading (URAG)	0.75	2.01	0.052
Communicating Assessment Results (CAR)	0.95	2.57	0.021*
Recognizing Unethical Assessment Methods (RUMA)	0.25	0.52	0.678

(*p < 0.05, statistically significant)

The results indicate statistically significant improvements in most sections of the LAL inventory, particularly in **CAAM**, **DAAM**, **ASIA**, and **URMD**. These findings suggest that reflective practices positively impact teachers' ability to choose and develop appropriate assessment methods, interpret assessment results, and use those results for decision-making.

The **URAG** section showed a marginal improvement but did not reach statistical significance (p = 0.052), while the **RUMA** section displayed no significant change (p = 0.678). This suggests that while reflective practices improved teachers' overall LAL, some areas, such as recognizing unethical assessment methods, may require more targeted interventions to achieve meaningful improvements.

Normality Assessment

Before conducting paired t-tests, the normality of the data was assessed using the Shapiro-Wilk test. Results indicated that the data were normally distributed ($p > 0.05$), justifying the use of parametric tests.

Table 3
Shapiro-Wilk Test of Normality

LAL Inventory Section	Pre-Intervention W-statistic	Post-Intervention W-statistic	p-value (Pre)	p-value (Post)
Choosing Appropriate Assessment Methods (CAAM)	0.945	0.955	0.236	0.398
Developing Appropriate Assessment Methods (DAAM)	0.912	0.932	0.071	0.147
Administering, Scoring, and Interpreting (ASIA)	0.958	0.942	0.452	0.275
Using Results for Decision-Making (URMD)	0.932	0.963	0.145	0.539
Using Assessments for Grading (URAG)	0.924	0.927	0.106	0.124
Communicating Assessment Results (CAR)	0.937	0.950	0.183	0.322
Recognizing Unethical Assessment Methods (RUMA)	0.945	0.945	0.236	0.322

Qualitative Results

The qualitative data gathered from teaching observations, reflective prompts, and interviews were analyzed thematically to identify key insights into the reflective processes employed by Iranian EFL teachers.

Thematic Analysis

Several recurring themes emerged from the analysis of qualitative data:

- **Increased Self-Awareness:** Many participants reported that engaging in reflective practices led to a heightened awareness of their assessment strategies. Teachers frequently described moments of realization about their previously unexamined assumptions regarding student evaluation. For instance, one participant noted, *"I never realized how much I relied on the same type of assessment until I started reflecting on my methods."*

- **Improved Pedagogical Decision-Making:** Teachers consistently reported that reflective practices helped them make more informed decisions about which assessment methods to use and how to interpret the results. One teacher commented, *"Reflecting on my assessments helped me see which methods worked best for different types of learners."* This aligns with the quantitative findings showing improvements in **CAAM** and **URMD**.

- **Challenges in Recognizing Unethical Assessment Practices:** Despite overall improvements in LAL, several teachers expressed difficulties in identifying unethical

assessment methods. This aligns with the quantitative results, where **RUMA** showed no significant improvement. Teachers noted that they lacked sufficient training on what constitutes unethical practices, suggesting a need for further professional development in this area.

- **Adaptation to New Assessment Techniques:** Reflective practices enabled teachers to experiment with and adapt new assessment methods. Teachers mentioned trying out different techniques, such as formative assessments or portfolio-based evaluations, which they had previously hesitated to use. This experimentation was especially evident in the **DAAM** section, where teachers showed significant improvement.

The qualitative themes provide a richer understanding of the quantitative results, particularly regarding the areas of greatest improvement, such as **CAAM** and **URMD**. Teachers' increased self-awareness and ability to make informed decisions about assessments explain the significant quantitative gains in these areas. However, the lack of improvement in **RUMA** suggests that reflective practices alone may not be sufficient to enhance teachers' understanding of ethical assessment issues, highlighting the need for supplementary training.

Discussion

The findings from this study provide valuable insights into the short-term impact of reflective practices on the language assessment literacy (LAL) of Iranian EFL teachers. The integration of quantitative and qualitative data offers a comprehensive understanding of how reflective practices influence various aspects of LAL, contributing to both theoretical and practical implications for EFL teacher development.

The quantitative results revealed significant improvements in several key areas of LAL, including **Choosing Appropriate Assessment Methods (CAAM)**, **Developing Appropriate Assessment Methods (DAAM)**, and **Using Results for Decision-Making (URMD)**. These findings suggest that engaging in structured reflective practices enhances teachers' ability to select and implement appropriate assessment strategies and use the results to inform their teaching practices. This aligns with previous research that highlights the role of reflective practices in fostering critical self-evaluation and pedagogical adaptability (Farrell, 2015; Looney et al., 2018).

Qualitative data further support these findings, with participants reporting increased self-awareness and improved decision-making in relation to their assessment methods. Teachers described how reflecting on their assessment practices helped them to better understand the strengths and weaknesses of different assessment techniques, ultimately leading to more informed pedagogical choices. This deeper self-awareness aligns with Schön's (1983) model of reflective practice, which posits that critical reflection on professional experiences leads to greater professional competence.

However, despite the overall positive impact of reflective practices, the study found no significant improvement in the **Recognizing Unethical Assessment Methods (RUMA)** section. Qualitative data indicate that teachers felt less confident in identifying unethical assessment practices, suggesting that additional training and guidance may be necessary to address this gap. This finding is consistent with studies that emphasize the need for more comprehensive professional development in ethical assessment practices (Taylor, 2013; Shahnazari & Fahim, 2019).

Conclusion

This study explored the short-term effects of reflective practices on the language assessment literacy (LAL) of Iranian EFL teachers, employing a mixed-methods approach to provide a comprehensive analysis. The results demonstrated that reflective practices lead to significant improvements in several key areas of LAL, including the ability to choose appropriate assessment methods, develop and interpret assessments, and use results for decision-making. These findings suggest that reflective practices can serve as a powerful tool for enhancing teachers' assessment literacy and overall pedagogical effectiveness.

The integration of both quantitative and qualitative data highlighted the importance of self-awareness and critical reflection in fostering professional development. Teachers who engaged in reflective activities reported heightened awareness of their assessment practices, leading to more informed pedagogical decisions. These outcomes align with theoretical frameworks proposed by Schön (1983) and expanded by Farrell (2015), emphasizing the role of reflection in promoting continuous professional growth.

Despite the overall positive impact, the study revealed that reflective practices alone may not be sufficient to address all areas of LAL. Specifically, recognizing unethical assessment practices remains an area where teachers need further support. This underscores the need for professional development programs to include targeted training on ethical considerations in assessment, particularly in contexts like Iran where teachers may have limited exposure to such topics.

Theoretical Implications

The study's findings contribute to the growing body of literature on language assessment literacy and reflective practices, particularly within the Iranian EFL context. The significant improvements observed in **CAAM** and **URMD** support the theoretical framework proposed by Alderson and Fulcher (2012), which emphasizes that LAL involves not only technical knowledge of assessment methods but also the ability to interpret and apply results to improve teaching. Reflective practices, as Schön (1983) suggests, provide a mechanism for teachers to critically engage with their assessment strategies, leading to enhanced pedagogical decision-making and adaptability. This study also builds on Farrell's (2015) extension of Schön's work by demonstrating that structured reflective activities can lead to immediate improvements in teachers' LAL. The findings highlight the importance of self-awareness in the process of professional development, with teachers becoming more attuned to their own assessment practices and how they impact student learning. This deeper understanding is crucial for fostering more effective and responsive teaching practices, as emphasized in the broader discourse on teacher education (Looney et al., 2018).

Practical Implications

The practical implications of this study are particularly relevant for teacher professional development programs in Iran and similar contexts. The positive impact of reflective practices on LAL suggests that integrating reflective activities into teacher training programs can lead to measurable improvements in teachers' assessment literacy. Specifically, teacher training programs should incorporate structured reflective prompts, teaching observations, and self-reporting mechanisms to encourage continuous reflection on assessment practices.

Moreover, the findings underscore the need for targeted interventions to address areas of LAL where teachers may struggle, such as recognizing unethical assessment practices. Professional development programs should include specific training on ethical considerations in language assessment, providing teachers with the tools and knowledge to identify and avoid unethical

practices in their classrooms (Taylor, 2013). Technology can also play a role in supporting reflective practices. Karami and Rahimi (2020) highlight the potential of technology to facilitate reflective processes, and this study reinforces the idea that digital tools can enhance teachers' ability to engage in reflection systematically. Integrating technology into teacher training programs could make reflective practices more accessible and effective, particularly in contexts where professional development opportunities are limited.

Recommendations

Based on the study's findings, several practical recommendations for enhancing LAL through reflective practices can be made:

1. **Incorporation of Reflective Practices in Professional Development Programs:** Teacher training programs should integrate structured reflective activities, such as prompts, self-assessments, and teaching observations, to encourage continuous reflection on assessment practices. This can lead to measurable improvements in LAL, as shown in this study.
2. **Ethics Training in Language Assessment:** Professional development programs should provide explicit training on the ethical dimensions of language assessment to address the gaps identified in recognizing unethical practices. This would enhance teachers' ability to apply ethical considerations to their assessment methods and decisions.
3. **Use of Technology to Facilitate Reflection:** Digital tools and online platforms can support teachers in systematically engaging in reflective practices, allowing them to document and analyze their assessment strategies over time. This approach is particularly valuable in contexts where access to face-to-face professional development is limited.
4. **Collaboration Among Teachers:** Establishing collaborative reflective communities, where teachers can share their experiences and insights, could foster peer learning and collective growth. Such platforms can provide teachers with opportunities to reflect on their practices in a supportive environment and learn from the experiences of others.

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