BUKTI REVIEW JURNAL SCOPUS
Journal of Applied Research in Higher Education

Dr. Syarifudin, M.Pd.
UIN Mataram

Invitation to Review for the Journal of Applied Research in Higher Education

Dear Dr. Syarifudin,

Manuscript # JASHE 02-2023-3446 entitled “knowledge sharing through WhatsApp: Does it promote EFL teachers’ reflective practice” has been submitted to the Journal of Applied Research in Higher Education.

I invite you to review this manuscript. The abstract appears at the end of the letter. Please let me know as soon as possible if you will be able to accept my invitation to review. If you are unable to review at this time, I would appreciate you recommending another expert reviewer.

Please click the appropriate link below to automatically register your reply with our online manuscript submission and review system.

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Once you accept my invitation to review this manuscript, you will be notified via email about how to access Manuscript Central, our online manuscript submission and review system. You will then have access to the manuscript and reviewer instructions in your Reference Centre.

Our expert reviewers greatly contribute to the high standards of the Journal, and I thank you for your present and any future participation. It is the Journal’s policy to only publish papers with five supportive reviews, and we would expect you to look at at least one revision of any paper if you consider major or minor revisions after your first pass. Thank you for your contribution to the reviewing process.

Reviewer Resources are available here: [http://www.emeraldinsight.com/reviewers/index.htm](http://www.emeraldinsight.com/reviewers/index.htm)

Sincerely,

Dr. Patricia Blasi
Senior Editor, Journal of Applied Research in Higher Education

MANUSCRIPT DETAILS

TITLE: Knowledge sharing through WhatsApp: Does it promote EFL teachers’ reflective practice

ABSTRACT:

Reflective practice can greatly improve teachers' professional development. Accordingly, the present study was conducted to examine the effect of knowledge sharing in a popular online forum-WhatsApp- on EFL. English as Foreign Language teachers’ reflective practice. It was also aimed to pose the challenge to the teachers to share information on their daily practice.

The experimental study was pre-test and post-test. To do so, 60 available EFL teachers were chosen as the participants. They were randomly assigned to experimental and control groups. Both groups received the English language teaching reflective inventory as the pre and post-test. In the treatment, the online discussion among the teachers regarding their daily practice train around 1 hour and lasted five weeks.

The result of the post test revealed that the experimental group outperformed the control group in their reflective practice. The results of the interview revealed that among other factors, the EFL teachers' lack of awareness regarding the importance of knowledge sharing, relying on conventional methods of teaching, and considering authority stance as more beneficial save the barrier which impede their knowledge sharing.

Some studies have reported that knowledge sharing may contribute to the promotion of EFL teachers’ reflectivity. There are also studies that have reported that teachers’ involvement in sharing of knowledge does not have a significant effect on their reflective practice. Accordingly, contradiction results have been reported regarding the effectiveness of knowledge sharing in promoting teachers’ reflectivity. In addition, exploring the impact of knowledge sharing on EFL teachers' reflectivity via WhatsApp deserves more attention.
knowledge sharing through WhatsApp: Does it promote EFL teachers’ reflective practice

Abstract

Purpose: Reflective practice can greatly improve teachers' professional development. A previous study that conducted to examine the effect of knowledge sharing in a paper on WhatsApp on EFL (English as a Foreign Language) teachers' reflective practice. It also addressed the challenges the teachers faced to share information in their daily practice.

Design/methodology/approach: The experimental study was pre-test and post-test. To do so, EFL teachers were chosen as the participants. They were randomly assigned to experimental groups. Both groups received the English language teaching reflection inventory as the pre-test. As the treatment, the online discussions among the teachers regarding their daily practice took place and lasted two weeks.

Findings: The result of the post-test revealed that the experimental group outperformed the control group in the improvement of their reflective practice.
the experience to past experiences or to the theories he is familiar with. Conclusion deals with whether based on what one has learned she could have reacted differently to that incident. Based on "action plan" one considers how she responds better in a similar situation in the future based on the lessons you have learned.

Various studies have demonstrated that teachers' knowledge sharing has a positive impact on their reflection (Attanis, 2012; Clark, et al., 2019; Daniel, et al., 2013; McCullagh, 2012). On the other hand, some other studies have reported that teachers' collaboration in knowledge sharing does not have a significant effect on their reflection (Wong Files, et al., 2018; Killeney and Moloney, 2010; Loh, et al., 2017). In addition, the researchers did not find any study on the impact of teachers' reflective practice through the implementation of WhatsApp. According to the research questions posed:

RQ1. Does information sharing via WhatsApp have a significant impact on teachers' reflective practice?

RQ2. What challenges EFL teachers encounter to share information in the classroom?

Methodology

Participants

Sixty EFL teachers from seven language schools were recruited as participants. The researchers followed the guidelines of the selected language schools to ensure the confidentiality of their information.

Discussion and conclusion

The present study sought the impact of knowledge sharing on EFL teachers' reflective practice. In response to the first research question, studies have shown that collaboration with effective professional learning (Fokker, et al., 2002; Hoffman, 2001; McCought, 2006). The findings are also in line with what Kwon and Romaniow (2001) reported although computer-mediated teacher dialogue was less interactive than meetings, it was more effective. In tandem with the findings, in a qualitative study, (2006) investigated the integration of blogs in a teaching course. It was shown characteristics of blogs, namely, flexibility, personalization, and informal exchanges among the teachers. In an answer to the second question, it was found that there are several challenges the teachers face in their attempt to share information. The results showed that EFL teachers' lack of awareness regarding the importance of knowledge sharing was the biggest challenge. This calls for raising teachers' awareness as to the importance of sharing knowledge with their colleagues. Sticking to conventional methods of teaching was the third challenge EFL teachers face. Based on the results, teachers were inclined to teach in a way they had been taught and did not "share" what they practice or practice what they "teach." (Kumaravadivelu, 2001, p. 17). Considering authorities' views as more trustworthy was used in the third challenge. The finding is not surprising since "a top-down system of education, the absence of questioning, challenging work conditions, lack of pedagogical knowledge, and the degree of support in favor of the reflective practice are abundant" (Avramidakis & Fasihni, 2008). Accordingly, "knowledge is perceived as simple and certain rather than complex and uncertain" (Chittaranjan, 2015, p.70). Teachers' overconfidence on theories was another challenge, based on the interviewees' report. Perhaps, teachers...
Overall, it seems that the interactions among ELF learners are focused on improving their professional development. Here, social media could be an important means through which learners can in light of the related theories share ideas, learn from each other, and ultimately build related knowledge.

References:


Please note: A full reference list is required in publishing the work. Add references. More recent bibliography is necessary.