# APPLYING THE 3R+ REFLECTIVE FRAMEWORK TO PEER FEEDBACK IN TEACHER EDUCATION

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**Abstract**: This mixed-methods study investigates whether integrating the 3R+ reflective framework-Reflect, Reframe, Reform + CPD-into peer-feedback-based microteaching improves the reflective writing and classroom performance of pre-service EFL teachers. Participants were 143 third - and fourth-year students at Namangan State University. The research embedded structured 3R+ templates in peer observation and activities, while the control group followed regular coursework without 3R+. Data sources included reflection

journals, peer feedback forms, classroom observations, questionnaires, and semi-structured interviews. Results indicate greater gains for the experimental group in reflective depth and teaching competence, with themes highlighting strengthened reflective awareness, perspective-taking, and action planning aligned with CPD. The study concludes that 3R+-structured peer feedback bridges reflection and practice and offers a practical route to sustainable professional development.

**Keywords:** reflective practice, peer feedback, 3R+ model, pre-service teachers, CPD, microteaching.

**Introduction**: Reflective practice has become an essential component of modern teacher education, helping future teachers critically evaluate their experiences and improve professional competence. In Uzbekistan, the emphasis on reflective learning aligns with global trends aimed at preparing independent and self-developing English language teachers. Among various reflective strategies, **peer feedback** stands out as an interactive and collaborative tool that encourages mutual learning and reflection. However, its effectiveness often depends on the presence of a structured framework guiding the reflection process.

To address this need, the **3R+ reflective framework**-Reflect, Reframe, Reform + CPD- is proposed as an integrated model that links peer feedback with continuous professional development. This study explores how the 3R+ model can be applied in peer feedback activities and examines its impact on pre-service English teachers' reflective and professional growth. The research seeks to answer two key questions:

1. How can the 3R+ model be applied to peer feedback in teacher education?
2. What are its effects on students' reflective and professional skills?

This study employed a mixed-methods approach combining both qualitative and quantitative research elements to ensure a comprehensive understanding of how the 3R+ reflective framework can be applied through peer feedback in teacher education.

The research involved 143 pre-service English teachers from Namangan State University, including 72 students in the experimental group and 71 in the control group. All participants were third- and fourth-year students.

The experimental group received instruction and practice based on the 3R+ reflective framework (Reflect, Reframe, Reform + CPD). Peer feedback activities were conducted through structured microteaching sessions, during which participants observed each other's lessons and provided written and oral feedback. Following each session, students completed reflection tasks guided by the 3R+ templates, engaged in group discussions, and performed self-evaluation to connect feedback with personal teaching improvement. The control group continued their regular coursework without using the structured 3R+ reflection model.

The study utilized multiple instruments to gather both qualitative and quantitative data, including reflection journals, peer feedback forms, questionnaires, and semi-structured interviews. These tools helped capture the participants' perceptions, depth of reflection, and changes in professional awareness.

The collected data were analyzed through thematic coding to identify levels and patterns of reflection, while percentage comparisons were used to evaluate differences in feedback quality and reflective depth between the experimental and control groups. This triangulated analysis provided reliable evidence on the effectiveness of integrating the 3R+ model into peer feedback practices in teacher education.

**Results and Discussion:** The findings of this study demonstrate a significant improvement in both the reflective writing quality and teaching performance of pre-service English teachers who applied the 3R+ reflective framework through peer feedback.

Statistical comparison between the experimental and control groups revealed noticeable progress among the experimental group students in terms of reflection depth and teaching competence. Analysis of reflection journals and peer feedback forms indicated a higher percentage of detailed, analytical, and action-oriented reflections. Furthermore, teaching observation scores showed measurable improvement in lesson organization, classroom management, and pedagogical creativity. These results suggest that structured peer feedback within the 3R+ model enhances the overall effectiveness of reflective learning.

Thematic analysis of interview data and journals revealed several key outcomes:

1. Increased reflective awareness – participants became more conscious of their teaching behaviors and learning processes.
2. Enhanced critical thinking – students demonstrated the ability to analyze feedback from multiple perspectives during the *Reframe* stage.
3. Improved collaboration and confidence – peer interaction fostered mutual trust, open dialogue, and professional communication skills.
4. Sustained professional development – regular reflection and feedback promoted continuous growth aligned with CPD principles.

**Discussion.** The results confirm that peer feedback effectively enriched the *Reflect* and *Reframe* stages of the 3R+ framework, enabling students to interpret feedback critically and relate it to their own teaching practice. The *Reform* stage, in turn, led to tangible classroom improvements, as participants applied new strategies derived from reflective insights. These outcomes support the idea that ongoing reflective dialogue among peers contributes significantly to continuous professional development (CPD) and long-term self-efficacy.

The findings align with and extend previous research in the field. Y. K. Dollar and E. Mede emphasized that reflective practice fosters more effective instructional decision-making among pre-service teachers [1, p.224]. Similarly, S. Donyaie and H. S. Afshar highlighted the motivational and cognitive benefits of reflective journaling, despite challenges such as time constraints [2, p.72]. B. Eröz-Tuğa found that video-based reflective feedback deepens professional insight and pedagogical awareness, paralleling the outcomes of this study's peer observation sessions [3, p.180]. Finally, H. Khanmohammad and A. Eilaghi demonstrated that sustained self-reflection enhances long-term teaching self-efficacy, a conclusion also supported by the present findings [4, p.559].

Overall, the integration of the 3R+ reflective framework with peer feedback not only strengthens reflective thinking but also bridges the gap between reflection and practice, promoting transformative professional learning among pre-service English teachers.

**Conclusion:** This study demonstrated that applying the 3R+ reflective framework (Reflect, Reframe, Reform + CPD) to peer feedback effectively enhanced pre-service English teachers' reflective and professional skills. Students in the experimental group showed deeper reflection, stronger critical thinking, and better use of feedback for teaching improvement.

The structured 3R+ process helped participants not only analyze feedback but also apply it to classroom practice, supporting sustainable professional growth. Overall, the framework proved to be a practical model linking reflection, feedback, and continuous professional development in teacher education.

**References:**

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