Teachers' Practices of Reflective Teaching in EFL Classroom

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Sections Info	ABSTRACT
	Objective*:* Reflective teaching (RT) is a strategy to improve student learning outcomes. Teachers have recently used reflective teaching extensively to enhance learning and teaching outcomes. This research presents teacher practices for implementing reflective learning in English as a Foreign Language (EFL) classes. This research explores teachers' reflective practices, their methods, and the outcomes resulting from these practices. **Method:** The research method used is a qualitative study using questionnaires for data collection and in-depth interviews with several EFL teachers. **Results:** The results showed variations in reflective practice, with some teachers using student feedback, video recordings, diaries, group discussions, and self-observation as reflection methods. This research also found that reflective practice can improve teachers' understanding and skills in teaching EFL. **Novelty:** The novelty of this research lies in revealing specific reflective practices that can improve the quality of learning English as a foreign language.

INTRODUCTION

English is currently taught as the primary foreign language at all educational levels, and teachers play a crucial role in this process. In order to uphold and advance their professional development as educators, teachers must reflect on their teaching practices and ask probing questions of their own (Goode et al., 2021; Leonard & Woodland, 2022; Martinez, 2022; Molla & Nolan, 2020; Shamir-Inbal & Blau, 2022). Reflection is one of several strategies to help instructors become more proficient in their professional tasks and responsibilities (Wulandary & Amrullah, 2023; Riyanti, 2020). A study by Mann (2018) showed that EFL teachers who implemented reflective practices experienced significant improvements in the quality of their teaching and the development of their learners. This confirms that reflective teaching is not just a theoretical concept but a concrete strategy that can improve learning outcomes.

According to Bartlett (1990), reflective teaching is an approach to teacher development that entails reflecting on teaching experiences. Reflective teaching is an approach to teacher development that involves reflection on teaching and learning experiences and allows teachers to learn about teaching and learning through modeling. Salih and Omar (2022) state that reflective teaching is when teachers think about what happens in learning in class and think about alternative ways to achieve goals and objectives. Teachers use reflective teaching to think, analyze, and objectively assess their class actions. Reflective teaching strategies allow teachers to observe and handle students based on their judgment about the learning methods most suit them. Several studies have explored the application of reflective teaching in various educational settings. Reflective teaching is a method for increasing teaching awareness; teachers who teach skills through reflective teaching can improve their professional practice, and there will be an improvement in students. Study education, too. Reflective is an initial tool in a practice-

based professional learning environment where one can learn from their personal experiences. Reflective teaching is a process in which the Teacher analyzes what is taught in class and thinks about whether something can be done to improve or change for better teaching results. They understand reflective teaching by examining its role in Teachers' professional growth and identity. These and other studies have provided valuable insights into the benefits and challenges of implementing reflective teaching practices in educational contexts.

However, despite this potential, EFL teachers in Indonesia have not used reflective teaching much in their teaching practices. English as a Foreign Language (EFL) teachers' teaching practices and reflective teaching still show gaps in the literature. Although some research investigates EFL teachers' teaching practices, a specific focus on teaching reflection still needs to be expanded. While we recognize teaching reflection as a critical component of teachers' professional development, our understanding of how EFL teachers engage in it still needs to be improved. Existing research tends to highlight general teaching practices without providing in-depth insight into how EFL teachers specifically use reflection to improve their teaching. Therefore, there is a clear need for more in-depth research on reflective teaching practices among EFL teachers. With a better understanding of teaching reflection, EFL teachers can be more effective in identifying teaching areas that need improvement and developing better strategies for their professional development (Achmad & Miolo, 2021; Aghabarari & Rahimi, 2020; Gudeta, 2022; Sadeghi & Richards, 2021; Zhiyong et al., 2020). Such research can provide valuable insight into how teachers identify strengths and weaknesses in their teaching and how they use reflection to develop more effective teaching practices. With a better understanding of these reflective practices, educational institutions and policymakers can devise more focused and supportive professional development programs for EFL teachers.

Much research has yet to be done on how EFL teachers in Indonesia use reflective teaching strategies. At the global level, EFL teachers' reflective teaching has become a significant focus on developing responsive and contextual teaching practices because reflective teaching practice is considered an essential part of teaching, and it has become a hot issue to discuss (Wahyuni, 2023). Meanwhile, this may face exceptional dynamics in Indonesia, such as cultural differences, education systems, and unique language challenges. It is important to note that EFL teachers' understanding and implementation of reflective teaching may vary depending on the context (Farrell & Kennedy, 2019), highlighting the importance of local context in developing teacher reflection to ensure its relevance and effectiveness. Analyzing these differences allows us to gain deeper insight into how EFL teachers' reflective teaching can be developed and adapted to specific needs and characteristics at the global level and in Indonesia. Hopefully, this research can provide a broader explanation, from theory to practice, for teachers regarding reflective teaching in the classroom. Based on the explanation above, the following research questions are:
1. How do EFL teachers practice reflective teaching?
2. How do the teachers perceive the benefits of reflective teaching?

RESEARCH METHOD
This research employed a qualitative case-study approach. Qualitative research explores and understands the meaning ascribed to individuals or groups regarding a social and humanitarian problem. This research was conducted in October 2023 in various schools

in Medan, Indonesia. Ten EFL teachers who had been teaching for approximately five years participated in this research. Researchers used a questionnaire survey to determine the variable value as the data collection procedure. Using WhatsApp, researchers selected ten English teachers. We will collect data for this investigation using a questionnaire.

To collect information and data, researchers used surveys. This research incorporated the results of the Likert scale survey. One approach to conducting a survey using a Likert scale is asking respondents to rate their level of agreement. You can directly distribute the questionnaire to respondents via the Google Forms link. We estimate the research sample to consist of 10 people. The questionnaire contains the respondent's name and questions or statements about reflective teaching practices. The research process begins with a needs analysis to prepare the research. This involves studying related literature, defining the problem, and selecting a research sample. The second step includes developing and preparing research tools that include digital literacy, innovative attitudes, interpersonal communication, teacher performance assessment, and testing the research scale. After the scale trial results, the next step is to conduct research by distributing the scale to respondents. We analyze the collected data to derive research findings.

Data was collected using two instruments: (1) a questionnaire consisting of closed and open sections and (2) semi-structured in-depth and open interviews. Questionnaires and interviews were used to collect data regarding EFL teachers' reflective teaching practices. Interview instruments are used as the basis for qualitative research so that the data obtained is universal, complete, unrestricted, and transparent. Questionnaires and interviews were used to collect data for this research. Questionnaires are used to collect qualitative data to answer research questions about teacher perceptions and reflective teaching practices (Kharlay et al., 2022; Meccawy et al., 2021; Thao & Mai, 2022; Veugen et al., 2021; Zhang et al., 2020). Apart from that, this method is effective and fast for quickly obtaining large amounts of information, especially from many respondents. However, this research also used semi-structured interviews to triangulate the data.

The questionnaire is presented in two parts, which include items and statements selected and adapted from those used in the relevant literature. The first of the two demographic items is to obtain information about name and teaching experience. The second section (10 items) was presented on a 4-point scale ranging from "strongly agree" to "strongly disagree," seeking subjects' perceptions regarding the benefits of RT. The third section (10 items) was found in a 5-degree frequency format from "always" to "rarely," assessing the frequency of the subject's RT practice in terms of types and strategies. Questionnaires were distributed to English teachers who taught at one of the private schools in Medan. Interviews were conducted with only a few teachers. The in-depth interview aims to explore further information regarding the participant's questionnaire responses. Interviews were conducted via WhatsApp, and researchers had previously requested permission, so participants were willing to be interviewed. In the data analysis process, the researcher carried out the data triangulation stage by carrying out the data reduction process, presenting the data, and ending with drawing conclusions and verifying.

RESULTS AND DISCUSSION
Results
The practice of reflective teaching

This research aims to discover how teachers practice reflective teaching to improve the quality of their teaching. The participant data shows that teachers usually practice such reflective teaching, as shown in Table 1.

Table 1. Practice of reflective teaching.

Statement	Always	Usually	Sometimes	Rarely	Almost never
I record videos or audio of my teaching practice and reflect upon them.	0	0	8	1	1
I use peer observation to reflect on my teaching practice.	3	5	0	1	1
I document my teaching experience using a reflective journal.	0	1	4	2	3
I write daily notes after I finish teaching and reflect on them.	0	5	2	2	1
I collect students' feedback and reflect upon them.	1	5	3	0	1
I collect a teaching portfolio to reflect on my teaching	0	3	5	0	2
I and my colleagues work together to have an observation and reflect on each other. Teaching.	0	7	3	0	0
I join a study group with other teachers where we discuss our lesson plan, have an observation, and reflect on our teaching	1	2	5	0	2
I research repeated teaching issues to reflect my teaching practice.	0	1	3	1	5
I do a simple survey/questionnaire to learn more about my teaching quality	0	1	2	2	5

First, peer observation, peer input, and collaborating with colleagues are things that participants usually do. Sharing and discussing ideas with colleagues is a valuable tool for improving teaching practice. Participants have used reflective daily notes as considerations in carrying out reflection exercises, where 5 participants usually do it, 2 participants sometimes, and 3 participants rarely do it. They argue that it is a written description that helps them look back at what happened while teaching in class. Reflection on teaching practices based on student input is something that participants usually do when carrying out action-reflection. They ask students to provide comments or suggestions regarding learning activities.

Teaching that has been carried out and Recording learning is also a teaching practice that is usually carried out, with 8 participants usually doing it and 2 participants rarely

doing it. Video recording can be an effective way to collect information about teaching practices in the classroom.

The interview findings support the survey results, which show that teachers only use a few strategies in reflective teaching. Findings from interviews and questionnaires support survey results indicating that students and teachers use only a few critical tools in reflective teaching. First of all, diarying seems to be a commonly used strategy, as seen in this quote:

Usually, I write daily notes after finishing teaching so that the learning objectives are achieved at the next meeting (Teacher N).

As Teacher N mentioned, the use of daily notes is done so that learning objectives that may have been prepared can be addressed, and learning objectives that may not be met at the meeting held can be corrected so that they can be met at the next meeting. The Teacher's diary in the reflective teaching strategy is a tool where a teacher records teaching experiences, reflections, and deep thoughts regarding their teaching practices. A well-done reflective teaching diary will make you a better teacher.

Video recordings can be an effective way to gather information about a person's classroom teaching practices. As mentioned by teacher S:

Students can concentrate more on learning if we explain the lesson by video recording. The children will not be noisy and will focus on listening to the Teacher because they know they are being recorded. I like to reflect on it so that my other colleagues can see the video of me giving lessons in class; they can evaluate or justify my teaching method (teacher S)

Recording learning helps the Teacher determine how many teachers speak when learning, whether the Teacher is fair in paying attention to students, the movement when teaching, and the tone of voice during the learning process so that the implementation of the following teaching can be carried out correctly.

Furthermore, from the results of interviews and questionnaires, several teachers also implemented collaboration with colleagues to observe and reflect on each other. Collaborative reflection is a group process that can be carried out with two or more individuals. Collaborative reflection requires a teacher to share personal views, opinions, and thoughts with others. Listening to and reflecting on colleagues' work can energize a person to reflect on areas of their teaching that have previously been given little consideration. Sharing and discussing ideas with colleagues is a valuable tool for improving teaching practice.

As long as I teach, we need to collaborate with other colleagues. We cannot observe the school or class alone. Indeed we have asked how this class is going and how other classes are, and we need advice and cooperation with other teachers so that everything can run smoothly, sometimes some students or teachers are not suitable, what is lacking in this school or this class, from there, we need a team to work together. Reflection improves and continuously evaluates how to reflect on students, whether the learning process is going well or not, whether the children can accept it, and whether it is clear or not; we also need cooperation from fellow teachers to learn how to teach students. Even better. (teacher S)

Student feedback, both in oral and written form, is also widely used among teachers. Some view verbal feedback as the basis for teaching them appropriate adjustments

during learning procedures, which is considered reflection-in-action. Some even collect written feedback to plan their lessons according to student needs and English language proficiency levels. As teacher N said:

Yes, I use student feedback as material for reflection because, in my opinion, their understanding is a concrete form of my success in teaching in class. It is the focus of teaching activities in class, so looking for feedback from them is essential. (Teacher N)

As Teacher N said, Student input, in this case, is one of the reflective teaching strategies for gathering information about what happened in class. Students are asked what they think about what happens in class. Student feedback provides many measuring tools for teachers to measure their teaching effectiveness; their research also illustrates student feedback as an initial reflection tool for teachers.

Perceived benefits of reflective teaching
The study aims to find out how teachers view the benefits of reflective teaching as an improvement in their teaching quality. Data collected from questionnaires show that teachers agree with the advantages of reflexive teaching, as shown in Table 2.

Table 2. The results of the questionnaire.

Statements	Strongly agree	Agree	Neutral	Disagree
RT helps teachers feel more confident in their teaching practice.	5	5	0	0
RT helps teachers choose the best way to deliver a lesson.	3	7	0	0
RT fosters new and improved teaching practices.	3	7	0	0
RT helps teachers gain more teaching experience.	5	4	1	0
RT helps teachers face current teaching situations based on experience.	4	4	2	0
RT is a valuable tool for EFL teachers to develop their professional development.	3	7	0	0
RT provides emotional and professional support to teachers from their colleagues.	2	6	2	0
RT provides teachers with a better understanding of their context-specific pedagogy	3	7	0	0
RT helps teachers prepare well to deal with unexpected teaching situations	3	6	1	0
RT increases teacher awareness in their teaching practices.	6	4	0	0

The results of the questionnaire show that what stands out significantly from the table is that all the participants strongly agree 6 participants agreed 4 participants "RT increases teacher awareness in teaching practices" Apart from that, 5 participants strongly agreed, and 5 participants agreed " RT helps teachers feel more confident in their teaching

practice" In the Correspondingly, " RT is highly regarded as a valuable tool for professional EFL teachers development" strongly agree 3 participants, agree 7 participants, " RT encourages new and better teaching practices " Strongly agree 3 participants, agree 7 participants, "RT provides teachers with a better understanding of the pedagogy of their specific context" strongly agree 3 participants, agree 7 participants. "help teachers gain more teaching experience" strongly agree 5 participants, agree 4 participants, neutral 1 participants,

The three teachers interviewed acknowledged the benefits of reflective teaching. In the questionnaire results, an average of 10 respondents also acknowledged the benefits of reflective teaching (with the highest average score, Table 2), namely teaching experience, choosing the best way to deliver lessons, encouraging new and better teaching practices, increasing teacher awareness in their teaching practices as a professional development tool, increasing self-confidence, they said:

Reflective teaching can increase my awareness of teaching practice; I can be more focused and reflective, thus making better decisions about how to deliver lessons and overcome challenges that arise in the classroom (teacher B).

By practicing reflective teaching, teachers develop the ability to introspect and understand the classroom context more deeply. Their increased awareness helps them make better decisions about devising effective teaching strategies, better understand students' needs, and increase their engagement in the learning process. Thus, reflective teaching theory not only improves the quality of teaching but also creates a more responsive and relevant learning environment for students.

RT increased their awareness of teaching practices. They recognize their strengths and weaknesses through a reflection process so they can improve themselves and their performance, which also has an impact on student learning, as teacher B said:

Reflective teaching has helped me better understand myself as an educator. I can identify strengths and weaknesses in my teaching methods, interaction patterns with students, personal attitudes, and understanding of the learning process. With a better understanding of myself, I feel more confident in making decisions regarding teaching and better prepared to adapt my teaching strategies to students' needs (teacher B).

Self-confidence in one's teaching abilities is a strong internal engine for educators. This encourages educators to continually look for ways to improve their teaching practices, making them more effective and impactful in fostering the growth and development of their students. This is demonstrated in the answer that follows. This:

Because I have prepared and thought through the lesson, I feel more assured before it even starts. (Teacher S).

Overall, the interviews' results indicate that they value the advantages of reflective teaching. Consequently, the majority of these results align with the results of the questionnaire survey, in which educators emphasize the advantages of reflective teaching in terms of improving student learning, raising awareness of instructional strategies, encouraging better responses to challenging situations in the classroom, and recommending the best instructional strategies. In particular, most of those surveyed

highlighted the importance of reflective teaching in boosting their self-assurance in various career-related subjects.

Discussion

The research results show the implementation of reflective teaching strategies, which EFL teachers often use. Observing teaching through video recordings is claimed to be an excellent way to self-evaluate as it engages them in a more reflective teaching approach (Elmedina Nikoçeviq-Kurti, 2022; Mikeska et al., 2023; Nagro, 2019; Nagro et al., 2020; Naidi & Sabgini, 2020). It was also explained that videos can be a tool to ensure teaching for improvement. The results of collaborative discussions in intercollegiate study groups helped deepen their insight into teaching through sharing, providing feedback, making constructive comments, and then reflecting on evidence-based teaching practices. Student feedback as one of the reflective teaching strategies increases teachers' ability to improve their lifelong learning skills. This puts teachers in situations when they need to prepare or equip themselves with certain core paradigms and a broader understanding of what happens in the classroom to encourage their professional development in teaching and to develop the quality of their teaching (Dayal & Alpana, 2020). This is an essential skill because it allows teachers to connect their assessments of students and actions after assessment. This can provide helpful information from the student's perspective to compare performance with expectations (Ishchenko & Verkhovtsova, 2019). This collaborative work is believed to be a source. It is essential for self-evaluation, which will later encourage teachers to use this evaluation to improve self-quality. This evaluation process shows the Teacher's awareness of his responsibilities as a reflective teacher. Class walk-through observations carried out by school supervisors could be one way to reflect if it is done better and the peer observer understands how it should be provided with comments. In this regard, many studies discuss the responses and perspectives of conducting peer observations (Cirocki & Widodo, 2019).

Reflective teachers tend to have self-efficacy, which involves "planning learning more effectively, persevering when students face challenges, and searching extensively for appropriate strategies and materials to improve performance." Diaries and video recordings provide the best benefits for participants, enabling them to enhance reflective thinking and make decisions regarding relevant matters. Video recording can be a valuable way for teacher reflection. This allows teachers to examine various aspects in detail and feel the need to improve their practice (Cholifah et al., 2020; Ishchenko & Verkhovtsova, 2019), teaching techniques, effectively preparing lessons, etc. Similarly, Dumlao and Pinatacan (2019) found that reflective journals are an encouraging tool to help EFL teachers improve their critical thinking, monitoring, and evaluating teaching and learning practices. Likewise, in their investigation of teachers' English terms of office, in part, most tenured teachers consider reflective journals to be an effective tool for improving teaching awareness and thereby improving their performance during teaching. Another study revealed that reflective journaling was practiced optimally by teachers in positions included (Cholifah et al., 2020). Therefore, reflective journaling, or diary writing, is a priority strategy EFL teachers practice in many countries.

Nearly all of the teachers who responded to the poll said that RT was beneficial because they saw it as a helpful tool for EFL teachers' professional development since it raises awareness in the classroom, helps them evaluate their strengths and weaknesses, and helps them get ready for any situation (Nuraeni & Heryatun, 2021). In unanticipated incidents, they acquire more experience in the classroom and, therefore, improve their

education to meet the needs of their students' learning objectives. According to (Gutierrez et al., 2019), RT offers advantages for professionals and sound effects on teacher psychology, boosting motivation and self-assurance in work performance. Educators demonstrate their comprehension and gratitude for the significance of response theory (Oo et al., 2021; Purwanto & Sudargini, 2021; Scott, 2021). This is demonstrated by qualitative (questionnaire) and (interview) data from studies carried out in the contemporary Indonesian context of EFL instruction.

Overall, these findings are positive since professional development in teaching is centered around reflection. Furthermore, studies have demonstrated how reflective teachers are more likely to exhibit self-efficacy, which is associated with "better planning of lessons, persistence in the face of adversity, and extensive search for appropriate strategies and materials to improve student performance." Pertinent research on RTs published between 2009 and 2016 and studies conducted in Colombia, England, Africa, Russia, and Turkey revealed that pedagogical reflection raises in-service teachers' awareness of their role as teachers. Furthermore, they consistently enhance the teaching process and facilitate self-awareness via introspection. They consequently gain confidence.

CONCLUSION

Fundamental Finding: The conclusion of this research demonstrates that reflective practice in English as a Foreign Language (EFL) classes positively impacts teachers by improving their understanding and teaching skills. Primary findings show variations in reflective practice, with some educators using methods such as journaling, student feedback, group discussions, and self-observation. **Th**is research implies the importance of encouraging educators to adopt reflective practice as part of their professional development. **Limitations:** The study may have a limited sample size and focus on EFL teachers in a specific context, necessitating caution when generalizing the findings. **For future research**, it is recommended that further studies be conducted involving more teachers from various backgrounds and learning contexts, as well as integrating quantitative approaches to provide a deeper understanding of the effectiveness of reflective practice in improving the learning of English as a foreign language.

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