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## Teachers' Practices of Reflective Teaching in EFL Classroom

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### 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-

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