

# Unveiling the implementation of reflective teaching practices in EFL classroom: Teachers' practices, strategies, and outcomes

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## ABSTRACT

Reflective teaching (RT) is a strategy to improve teaching quality and student learning outcomes. Therefore, this research presents teacher practices for implementing reflective teaching in English as a Foreign Language (EFL) classes. In addition, it explores teachers' reflective practices, strategies, and outcomes resulting from these practices. The research method used is a qualitative study using questionnaires for data collection and in-depth interviews with several EFL teachers from urban areas and rural areas of West Java. The results showed that teachers used few strategies in reflective teaching practice, such as group discussion with colleagues, video recordings, daily notes, and students' feedback as reflection approaches or strategies. This research also found specific reflective practices that can improve the quality of learning and teachers' understanding and skills in teaching English as a foreign language.

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## INTRODUCTION

In Indonesia, English language teaching is a form of international major since English is regarded as a foreign language (EFL). Learning English as a foreign language is not the same as learning the mother tongue, where students have much time to use it in daily life, whereas English as a foreign language (EFL) is only used in the teaching and learning process in the classroom. Due to the complexities involved in teaching a foreign language, reflective teaching practices are particularly essential for EFL teachers (Goode et al., 2021; Leonard & Woodland, 2022; Martinez, 2022; Molla & Nolan, 2020; Shamir-Inbal & Blau, 2022). Reflective teaching practices are considered the most effective activity and have emerged as one of the key Indonesian concerns that helps teachers improve teaching quality and student learning outcomes (Widiastari & Fithriani, 2024). Through reflection activities in teaching and learning, teachers can pinpoint issues, assess them, and determine the best solution for the next learning activity (Farrell, 2015; Purnamaningwulan, 2019). While the idea of reflection in teaching and learning activities is not new, reflective practice is essential and cannot be separated from education. (Cirocki & Widodo, 2019). Through the Ministry of Education and Culture, the Indonesian government released ten modules for teachers' professional development in 2017. In one of the modules, module J discussed the topic of reflection as a crucial component of government policy to support teachers' professional development. This policy suggests that in order to enhance the quality of

teaching and learning, teachers must engage in reflective practice, which requires them to keep up with and improve their professional and pedagogical skills. Nevertheless, despite its potential benefits, reflective teaching practices have not been included in the teaching of many EFL teachers in Indonesia. Even while there has been some research on the teaching methods of EFL teachers, more needs to be done to specifically focus on teaching reflection.

### Reflective Teaching

There are a number of definitions of reflection, all of which date back to the definition of Dewey (1933), who defined reflection as an ongoing, active process that involves an in-depth analysis of one's own beliefs, the theoretical foundations of the practice, and the relationship between events in order to solve difficulties. This is in accordance with Glasswell and Ryan (2017), who enunciate that reflection is an evaluative process that requires teachers to assess whether or not their own professional performance and instruction fulfill the criteria in their everyday work and lifestyles. In Finogina (2014), Richard stated that reflective teaching entails teachers observing themselves, gathering information about their own classrooms and their roles within them, and using that information as a basis for improvements, self-evaluation, and professional development. In the meantime, Bob (2012) stated that evaluation results from reflection on practice. There are various methods to reflect: write down brief notes of concepts and findings following or even during the lessons; summarize ideas and feedback from peers or meetings as needed; list evaluation points at the conclusion of learning modules or semesters; or conduct a thorough assessment at the conclusion of courses or programs. In addition, Dewey (1933) stated that the reflective process can be divided into six stages: experiencing the event, interpreting the experience spontaneously, identifying the problems or questions that emerge from the experience, brainstorming potential explanations for these problems or questions, expanding upon these explanations to develop full hypotheses, and finally, experimenting or testing the chosen hypotheses.

### The Characteristics of Reflective Teaching

In order to effectively implement reflective teaching practices, teachers must possess certain characteristics that enable them to engage in this process. Pollard (2008) identified seven characteristics of reflective teaching. To begin with, reflective teaching suggests an active consideration of goals, outcomes, methods, and resources. Second, reflective teaching is used in a spiraling or cyclical process where teachers continually assess, evaluate, and improve their own practice. Third, to facilitate the gradual improvement of better teaching standards, reflective teaching necessitates proficiency in techniques of evidence-based classroom inquiry. Fourth, a mindset of responsibility, open-mindedness, and wholeheartedness is needed. Fifth, it comes from the teacher's judgment, which is supported by evidence-based inquiry and research findings. Sixth, cooperation and communication with colleagues must be improved to achieve both professional and personal fulfillment. Seventh, it allows teachers to reflect creatively on externally created teaching and learning frameworks.

### Strategies of Reflective Teaching

In order to effectively implement reflective teaching practices, teachers must utilize diverse methodologies that promote self-examination, self-evaluation, and ongoing improvement. These methods are critical to developing a growth mindset, encouraging continuous learning and development, and eventually improving learning outcomes for students. The following are reflective teaching approaches; the first is peer observation. Richard (2000) argues that peer observation can give teachers the chance to watch one another teach in order to become familiar with other teaching philosophies and to critically reflect on their own teaching practices. Teachers

would observe each other's classrooms in pairs while participating in peer observation. The two teachers would get together before every observation to talk about the type of class that was going to be observed, the curriculum being taught, the teachers' pedagogy, the types of students in the class, normal patterns of interaction and class participation, and any potential issues. During this session, a timeline for the observations would be set, as well as any observational protocols or tools to be employed. After that, the observer would go to the partner's class and finish the observation utilizing the protocols that both of them had decided upon. After gathering data, the observer would report on it and have a conversation with the teacher about it (Richards & Lockhart, 1991). The teacher can recognize the range of distinct elements of the lessons through peer observation. These include how the lesson is organized, how well teachers manage their time, how well students complete tasks and how long they take to do so, how well students perform in pairs, how well the class interacts, how well the class performs during a novel teaching exercise, and how well students use their first language or English in groups. According to the project participants, the teachers learned a lot about how they teach from the observations made by their peers, and they would like to regularly use peer observation.

The second is self-report or daily notes or diaries. According to Richards (1995), in order to engage in self-reporting, teachers must fill out an inventory or checklist detailing the instructional strategies they utilized throughout a class within a particular period of time and how frequently. You can finish the list on your own or in group sessions. When teachers concentrate on teaching certain abilities in a particular classroom situation, and when the self-

The report instrument is thoughtfully designed to reflect a wide range of potential teaching techniques and behaviors, and it has been seen that the accuracy of self-reporting increases. Additionally, self-reporting enables teachers to evaluate their own performance frequently in the classroom. Teachers can use self-reporting to find out what kind of activities they regularly use, whether all program goals are being addressed, how much each student's personal goal for a class is being met, and what kinds of activities seem to work well or not work well. This way, they can see how much their assumptions about their own teaching are reflected in their actual teaching practices.

The third is recording lessons. According to Richards & Nunan (1990), lesson recordings on audio or video can also serve as a basis for reflection on a variety of teaching. Lesson recordings on audio or video can also serve as a basis for reflection on a variety of pedagogical topics. Diaries or self-reports should be complemented with recordings of real classes because the teacher may not have noticed or remembered many important classroom happenings. A tape recorder is positioned to record the conversations that occur during a class. Typically, a half-hour recording yields more than enough information for analysis. The aim is to capture as much of the teacher-student and student-to-student interaction in the classroom as possible.

### **Implementation of Reflection in Educational Settings**

Despite the many advantages of reflective teaching practice, many teachers may find reflection to be a difficult process that they would rather avoid. Hart, in the foreword of Barnett, O'Mahony, and Matthews' book (2004), argues that the most concerning area of lack of reflection in teaching is probably the fact that certain teachers are actually unable to recognize or identify what they do not know. Therefore, she recommends teachers concentrate on purposefully identifying obstacles so that they might shape their inquiry into knowledge and action. The following makes this investigation into knowledge as a crucial component of reflection vital to address and expand knowledge: knowledge improves as experiences and learning accumulate, and incorrect assumptions and judgments are decreased. As one gains more knowledge and learns to apply past experiences to new situations, one's capacity to make relevant deductions is enhanced.

Mastering challenging problems tends to expedite this learning process further (Hart in Barnett et al., 2004).

From the inferences above, reflection serves as a platform through which individuals engage in mental exercises to identify and address shortcomings while enhancing the effectiveness of their actions within a specific context. Yet, it's important to recognize that reflection extends beyond addressing learning inefficiencies. Moon (2004) describes the role of reflection in teaching in the following manner:

- a. Reflection becomes most prominent when incorporated into the deep approach to meaningful learning. In this context, learning progresses beyond simple “meaning making” to “working with meaning” and, lastly, “transformative learning.”
- b. Reflection occurs when learning is conveyed meaningfully, such as through oral or written representation, including the teaching process itself.
- c. Reflection happens during the enhancement of learning, where non-meaningful learning experiences are transformed into more meaningful ones.
- d. While uncommon, reflection may lead to the emergence of new ideas that are not directly linked to previously existing knowledge.

It can be said that reflection is a developmental process because it occurs at different levels of complexity and sophistication. The adverse conditions in the classroom mean that teachers must actively reflect on both their instruction and their students in order to successfully differentiate instruction and meet all students' needs (Jensen, 2009). Establishing strong teacher-student rapport, fostering a positive classroom atmosphere, teaching essential skills, and implementing effective instructional methods necessitate a dedicated teacher who is committed to continuous growth and refinement in their practice (Downey, 2008). Professional autonomy and a high level of reflection are used to achieve these goals. It is crucial to evaluate teachers' progress toward competency if the goal of reflective practice is transformative learning that results in the development of teaching competencies. According to Lawrence Wilkes (2014), the idea of higher-level reflection and its relationship to teaching competency drives teachers into a deeper degree of transformative learning and gives them a sense of professional autonomy that enables them to act as change agents for their students. As a result, transformative reflection enables the teacher candidate to question assumptions and decisions, which in turn helps them select suitable teaching strategies that are responsive to the various needs of their pupils (Carrington & Selva, 2010).

However, it is largely unassessed whether any of the suggested reflective teaching models provide acceptable ideas of professional learning as it happens in classrooms or how it might occur. The evidence offered for certain models is frequently anecdotal, and it is easy to find examples that contradict them, as well as those that demonstrate how well they apply to actual classroom settings.

Many researchers have discussed reflective teaching practices among EFL teachers with a different focus. Such as teachers' and students' perceptions of reflective teaching practice (Fatwassani et al., 2019; Moghaddam, 2019; Saulsberry, 2012; Seitova, 2019), the impacts of implementation of reflective practice (Mardiana et al., 2023; Slade et al., 2019), and challenges (La Sunra & Sahril, 2020). These researches tend to focus on general teaching strategies rather than offering a thorough understanding of how EFL teachers, in particular, use reflection to enhance their teaching. Hence, research on reflective teaching practices among EFL teachers is needed. It is noteworthy that EFL teachers' understanding and implementation of reflective teaching may differ based on the situation (Farrell & Kennedy, 2019). This emphasizes the significance of local context in the development of teacher reflection to guarantee its applicability and efficacy. By examining these variations, we can learn more about building and modifying reflective teaching practices for EFL teachers to meet specific needs globally and locally in

Indonesia. Therefore, this research can give a broader explanation for teachers regarding reflective teaching in the classroom in terms of theory to practice. 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 practice?

## METHOD

This research employed a qualitative case-study approach in which interviews and questionnaires were utilized as research instruments. Qualitative research aims to emphasize the depth of meaning as well as people's subjective experiences and meaning-making processes (Leavy, 2017). This research was conducted in one of the senior high schools in the Urban area of West Java and one of the vocational schools in the rural area of West Java. In this study, the participants were four EFL teachers who were considered experienced. According to Turner (1999), becoming an experienced teacher typically requires a minimum of 2.5 years of learning and practice. As part of the data-gathering process, the researcher employed a questionnaire survey to determine the variable value.

In order to gather data and information, researchers employed surveys. The findings of the Likert scale survey were integrated into this study. One way to use a Likert scale in a survey is to ask participants to rate their level of agreement. The questionnaire contains questions or statements about reflective teaching practices. The research process started with a needs analysis to prepare the research. The second step involved developing and preparing research instruments for teacher performance evaluation, innovative attitudes, digital literacy, interpersonal communication, and research scale testing. The scale was then distributed to participants as part of the research once the scale trial results were known. The research findings are derived from the analysis of the gathered data.

Two instruments were used to gather the data: a questionnaire consisting of closed and open sections and semi-structured, in-depth, and open interviews. Questionnaires and interviews were conducted to gather information about the reflective teaching practices of EFL teachers. The interviews were used to ensure the qualitative data obtained was comprehensive, inclusive, unrestricted, and transparent. Research questions regarding teacher perceptions and reflective teaching practices were addressed through the use of questionnaires to gather qualitative data (Kharlay et al., 2022; Meccawy et al., 2021; Thao & Mai, 2022; Veugen et al., 2021; Zhang et al., 2020).

The questionnaire is divided into three sections, each containing statements and items chosen and modified from the relevant literature. The purpose of the first of the three demographic questions was to obtain information about teaching experience. The second section consisted of ten items with a 4-point rating scale ranging from "strongly agree" to "strongly disagree," asking about subjects' perceptions regarding the benefits of reflective teaching. The third section contained ten items arranged in a five-degree frequency format, ranging from "always" to "rarely," evaluating the frequency of the subject's use of various reflective teaching types and strategies. Questionnaires were distributed to English teachers who taught at one of the senior high schools in the urban area of West Java and one of the rural areas in West Java. Then, the in-depth interview aims to explore further information regarding the participant's questionnaire responses. In the data analysis process, the researcher carried out the data triangulation stage by carrying out the data reduction process, presenting the data, drawing conclusions, and verifying. An in-depth interview was conducted to find out more about the participants' questionnaire responses. Furthermore, the researcher conducted the data triangulation stage of the data analysis process by the reduction process, presenting the data, drawing a conclusion, and verifying it.

## FINDINGS

### The practice of reflective teaching

This research aims to find out how teachers practice reflective teaching to improve the quality of their teaching. Analysis of participant data indicates that teachers commonly employ reflective teaching practices, as illustrated in Table 1.

**Table 1**  
*The 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      | 4       | 0         | 0      | 0            |
| I use peer observation to reflect on my teaching practice.  | 0      | 2       | 2         | 0      | 0            |
| I document my teaching experience using a reflective journal  | 0      | 3       | 1         | 0      | 0            |
| I write daily notes after I finish teaching and reflecting on them.   | 0      | 4       | 0         | 0      | 0            |
| I collect students' feedback and reflect on it.   | 0      | 4       | 0         | 0      | 0            |
| I collect a teaching portfolio to reflect on my teaching  | 0      | 3       | 1         | 0      | 0            |
| My colleagues and I work together to have an observation and reflect on each other's teaching                                     | 4      | 0       | 0         | 0      | 0            |
| I joined a study group with other teachers where we discussed our lesson plan, made an observation, and reflected on our teaching | 4      | 0       | 0         | 0      | 0            |
| I research repeated teaching issues to reflect my teaching practice.  | 0      | 0       | 0         | 2      | 2            |
| I do a simple survey/questionnaire to learn more about my teaching quality  | 0      | 0       | 0         | 2      | 2            |

First, all four teacher participants stated that they usually used video recording as a consideration in carrying out reflective teaching practice. Video recording can be a valuable tool to collect information about teaching practices in the classroom. Furthermore, participants used peer observation, where 2 participants usually did it and 2 participants sometimes did. Moreover, in terms of reflection on teaching practices based on documents and teaching portfolios, 3 participants and 1 participant stated that they do these “usually” and “sometimes.” Other than that, all participants usually used daily notes and students' feedback. They stated that it is a written description that helps them to reflect on what happened while teaching in class. In

addition, they ask for feedback or ideas from the students on the lessons they have learned. Next, collaborating with colleagues to discuss lesson plans and an observation are things that participants always do. In the meantime, 2 participants rarely and almost never do surveys and repeated teaching issues in carrying out reflective practice.

The results of the interviews support the survey, which reveals that teachers only use a few strategies in reflective teaching. First of all, discussing with colleagues seems to be a commonly used strategy, as seen in Excerpt 1.

#### **Excerpt 1**

*I always discuss and share with colleagues or MGMP about classroom learning. I tell them about the obstacles and difficulties during my teaching. From there, we share experiences and input for improvement in the next class. I feel more comfortable when I can talk to colleagues about my difficulties during the class. I will always need to work with other colleagues as a teacher. We cannot observe a class or the school by ourselves. To make things go smoothly, we need other teachers' advice and help. In order to learn how to teach students, we also need the help of other teachers. Reflection helps us become better teachers by evaluating how we reflect on students, whether the learning process is going well or not, whether students can accept it or not, and whether it is clear or not. (Teacher Y)*

Collaborative reflection is a process that can be done in groups of two or more people. Teachers must share their ideas, opinions, and thoughts with others to engage in collaborative reflection. A teacher may be inspired to consider areas of their teaching that they haven't previously given much thought to by listening to and thinking about the work of their colleagues. Sharing and discussing ideas with colleagues is a great way to improve teaching practice.

Video recordings can be a valuable tool for gathering information about teachers' classroom teaching practices. As mentioned in Excerpt 2 by teacher Z:

#### **Excerpt 2**

*If we use video recordings when we explain the lessons, students will be able to focus better. Because they are aware that they are being recorded, the students will not make noise and will concentrate on paying attention to the teacher. Another thing I like is that my colleagues can see the video of me giving a lesson in class. In such a way, they are able to evaluate or correct my teaching methods so that I can do better in the future. (Teacher Z)*

By recording lessons, teachers can observe how often they speak to students, whether they are paying similar attention to them, how they move when teaching, and how they speak during the learning process. This allows for a successful performance of the lessons that follow.

Furthermore, several teachers also implemented daily notes from the results of interviews and questionnaires. As seen in this statement:

#### **Excerpt 3**

*Usually, I write daily notes after I finish teaching. I note what needs to be considered/improved or even what is a problem when I teach in class, aiming to achieve the learning objectives at the next meeting. (Teacher A)*

As Teacher A mentioned, the purpose of using daily notes is to address any prepared learning objectives, 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. As part of the reflective teaching strategy, teachers can keep a diary to record teaching experiences, reflections, and in-depth ideas about their methods. A well-written reflective teaching diary will make you a better teacher.

Furthermore, the result above also showed that teachers widely use students' feedback in both oral and written form. Regarding learning procedures, some people see verbal feedback as the foundation for teaching them the necessary adjustments, which is known as reflection-in-action. In Excerpt 4, some even gather written feedback so they can adjust their lesson plans



based on the needs of their students and their levels of proficiency in the English language.

#### Excerpt 4

*I use students' feedback as material for reflection since their understanding indicates my effectiveness in the classroom. This is my main area of focus when it comes to teaching, so getting their input is essential to improving my following class. (Teacher F)*

As teacher F said, one method used in reflective teaching to get information about what happened in the classroom is students' feedback. Students are asked about their opinions of what has happened in the classroom. Teachers can assess their effectiveness as teachers using a variety of tools provided by student feedback.

#### Perceived benefits of reflective teaching

The purpose of the study is to determine how teachers perceive the benefits of reflective teaching as improving the quality of their teaching. Teachers agree with the benefits of reflective teaching, according to data gathered from questionnaires, as Table 2 illustrates.

**Table 2**

*Perceived Benefits of Reflective Teaching*

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

The results of the questionnaire show that what stands out significantly from the table is that all the participants strongly agree that "reflective teaching increases teacher awareness in their teaching practices." In addition, three teachers selected strongly agree, and one chose to agree with some statements, such as "reflective teaching helps teachers choose the best way to deliver a lesson," "reflective teaching is a valuable tool for EFL teachers to develop their professional development," and "reflective teaching helps teachers prepare well to deal with



unexpected teaching situations.” Apart from that, 2 participants strongly agreed, and 2 participants agreed with a few statements, such as “reflective teaching helps teachers feel more confident in their teaching practice,” “reflective teaching fosters new and improved teaching practices,” “reflective teaching helps teachers face current teaching situations based on experience,” “reflective teaching provides emotional and professional support to teachers from their colleagues,” and “reflective teaching provides teachers with a better understanding of their context-specific pedagogy.” Furthermore, from the statement “reflective teaching helps teachers gain more teaching experience,” 1 participant strongly agreed, 2 participants agreed, and 1 participant was neutral.

The four teachers interviewed acknowledged the benefits of reflective teaching. In the questionnaire results, an average of 4 respondents also acknowledged the benefits of reflective teaching (with the highest average score, Table 2), which increased teacher awareness in their teaching practices as a professional development tool, the best way to deliver the lesson, and helps teachers prepare well to deal with unexpected teaching situations. As the teacher Y said:

#### **Excerpt 5**

*Reflective teaching can increase my awareness of teaching practice, and I can be more focused and reflective so I can make better decisions about how to deliver lessons and overcome challenges that arise in the classroom. By reflecting, I can identify strengths and areas that need improvement. Additionally, by doing a reflection, I can improve my teaching quality. (Teacher Y)*

By practicing reflective teaching, teachers can enhance their ability to introspect and gain a deeper understanding of the classroom context. Their heightened awareness helps in their decision-making when it comes to devising effective teaching strategies, better understanding of the needs of their students, and increasing their engagement in the learning process. As a result, reflective teaching theory enhances teaching while also giving students access to a more engaging and relevant learning environment. Reflective teaching increases teacher awareness in their teaching practices. Through a process of reflection, they identify their strengths and weaknesses in order to better themselves and their performance, which also has an impact on student learning. As Teacher Z said:

#### **Excerpt 6**

*By doing reflective teaching, I am better able to assess myself. Knowing my strengths and weaknesses in teaching the class. With this awareness, it is easier for me to know what needs to be improved, what I need to maintain, and what I need to adjust. That way, students' needs will be met, and learning objectives will be achieved. (Teacher Z)*

Through a reflective teaching process, teachers can determine what succeeded and what failed and ascertain the reasons behind the success or failure of particular strategies. Teachers can learn more about the needs, preferences, and difficulties of their students' learning. As stated in Excerpt 7, it can help teachers choose the best way to deliver a lesson.

#### **Excerpt 7**

*By understanding the existing advantages and disadvantages. Makes it easier for me to choose and adapt appropriate strategies/methods to deliver a lesson to the students. (Teacher F)*

Overall, the findings of the interviews show that they recognize the benefits of reflective teaching. As a result, most of these findings are consistent with the findings of the questionnaire, which highlights the benefits of reflective teaching for teachers. These benefits include enhancing student learning, increasing awareness of teaching strategies, promoting better responses to difficult situations in the classroom, and suggesting the most effective instructional strategies.

## DISCUSSION

The research findings demonstrate the implementation of reflective strategies for teaching, which are frequently employed by EFL teachers. It is said that video recording is a great way for teachers to reflect on their own teaching style and conduct a self-evaluation (Elmedina Nikoçeviq-Kurti, 2022; Mikeska et al., 2023; Nagro, 2019; Nagro et al., 2020; Naidi & Sabgini, 2020). Additionally, it was explained that using videos as a tool can ensure that teaching is improved. Through sharing, giving feedback, offering helpful criticism, and then reflecting on research-based teaching strategies, colleagues' collaborative conversations produced outcomes that deepened their understanding of teaching. The use of student feedback in reflective teaching enhances teachers' ability to develop their capacity for lifelong learning. This places teachers in positions where they must equip themselves with a core set of ideas and a broader understanding of what goes on in the classroom in order to support their professional development as teachers and increase the quality of their teaching (Dayal & Alpana, 2020). It is thought that this collaborative work serves as a source. It is necessary for self-assessment, which will subsequently motivate teachers to utilize this evaluation to raise their own standards of quality. This evaluation procedure demonstrates the teacher's understanding of his obligations as a reflective teacher.

One strategy to reflect on whether something is done better and whether the peer observer knows how to provide comments is through conducting classroom observation. Numerous studies address the perspectives and reactions of conducting peer observations in this context (Cirocki & Widodo, 2019). Another tool for participants to improve reflective teaching and make decisions about relevant issues is daily notes. This enables the teacher to thoroughly analyze various aspects and recognize when they need to improve their methods.

Cholifah et al. (2020; see also Ishchenko & Verkhovtsova, 2019) argue that teaching strategies, preparing lesson plans effectively, and so on. It is in line with Dumlao and Pinatacan (2019) stated that daily notes are a useful tool for EFL teachers to monitor, assess, and develop their critical thinking skills in relation to teaching and learning.

Based on almost all of the teachers who responded to the survey, reflective teaching is beneficial for EFL teachers' professional development because it helps them assess their strengths and weaknesses, raises awareness in the classroom, and prepares them for any situation (Nuraeni & Heryatun, 2021). In addition, reflective teaching has benefits for professionals and positive effects on teacher psychology, increasing confidence and motivation at work (Gutierrez et al., 2019).

Overall, these results are positive because reflection is at the core of professional development for teachers. Additionally, research has shown that reflective teachers are more likely to demonstrate self-efficacy, which is linked to better lesson planning, perseverance in the face of difficulty, and an in-depth search for effective methods and resources to improve student performance.

## CONCLUSION

The results of the study show that teachers' comprehension and teaching abilities improve when they implement reflective practice into their English as a Foreign Language (EFL) classes. The primary result reveals differences in reflective practice, with some teachers employing strategies such as working together with colleagues, joining study groups, recording videos, daily notes, and students' feedback. This study suggests that it's crucial to support teachers in implementing reflective practice into their professional development. However, the study may have a limited sample size and focus on EFL teachers in a specific setting, and it is important to utilize caution when generalizing the findings. Further research is recommended to be carried out with more

teachers from diverse backgrounds and learning contexts, as well as the integration of quantitative approaches to give a deeper understanding of the effectiveness of reflective practice in enhancing the learning of English as a foreign language.

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