

A Qualitative Study on Tertiary EFL Teachers' Reflective Practices

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Abstract- Reflective practice is vital in English as a Foreign Language (EFL) education, facilitating transformative teaching and learning. This study addresses the research gap by exploring the types of reflective practices commonly used by eleven tertiary EFL teachers. The present study aims to investigate the types of reflective practice frequently employed by tertiary EFL teachers to enhance their professional development. Data collection involved a qualitative approach using questionnaires and semi-structured interviews with participants from a private university in Salatiga. The study identified a strong commitment to reflective practice among the participants, engaging in reflection-in-action, reflection-on-action, and reflection-for-action. Assessing students' attitudes, tailoring education to meet the individual needs of students, analyzing previous experiences for valuable insights and alternative approaches, and engaging in self-reflection to address instructional challenges are included in the three primary types of reflection. This study highlights the significance of reflective practices in nurturing teachers' professional growth and emphasizes the potential for ongoing improvement through self-awareness and self-assessment. Future research can further explore additional reflective teaching types and develop strategies to promote reflective practices among teachers.

Keywords: EFL Teacher, Reflective Practice, Tertiary, Reflection

I. INTRODUCTION

A classroom is where teachers constantly evolve, learn, and adjust to unlock their full potential in inspiring and educating students. The reflective practice serves as the foundation for this transformative journey, empowering teachers to reconstruct their comprehension and enhance their teaching techniques. In turn, this journey leads to significant benefits for the students. Reflective practice is an essential component of the teaching process, as it allows teachers to continuously learn and adapt to enhance their performance and personal development. As valuable assets to any

educational institution, teachers rely on ongoing learning in the field of education. To expand their knowledge and abilities, teachers can always discover new insights through a journey of lifelong learning. This involves setting goals for classroom instruction that meet students' needs, implementing those plans into action, and evaluating their effectiveness. According to Farrell (2018), language teacher education emphasizes the importance of reflective practice for reshaping knowledge among teachers. In other words, reflecting on one's practices is crucial for effective teaching. Moreover, reflective practice has become increasingly

important in education, specifically for improving teaching and learning. In the field of EFL teaching, reflective practices are especially valuable for teachers looking to enhance their teaching techniques and encourage learner autonomy. Teachers' awareness of their teaching practices increases when they reflect upon them. Through this reflection, teachers can identify and unlearn ineffective methods that may negatively impact students' learning experiences.

In teacher education, reflective practice is a centuries-old idea that was first introduced by John Dewey (Tosriadi et al., 2018) and then expanded upon by Donald Schön (Effendi & Triastuti, 2022). Reflective practice is defined as "an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the conclusion to which it tends" by Dewey (1933), as referenced in Nurkamto & Sarosa (2020). Donald Schön developed the ideas of "reflection-in-action," "reflection on action," "single-loop learning," and "double-loop learning," building on the ideas of John Dewey (Iqbal, 2017). According to Zulfikar (2019), Donald Schön "posited three types of reflection: reflection on, in, and for action," which is an expansion of Dewey's definition. The three approaches give different insights for professional development because of their differences in timing and perspectives.

Reflection-on-actions, one of the utilized forms of reflection, involves analyzing previous lessons and making valid judgments about their effectiveness to determine if they were conducted successfully or not (Wahyuni, 2023). "The process that requires stopping for a while after performing our actions and reflecting on what happened" is how Orakcı (2021) defines reflection-on-action. (page 118). In other words, it entails the practice of pausing and reflecting on teachers' actions after they have completed them to make improvements for future situations.

In contrast, reflection-in-action refers to the process in which an individual reflects on their actions while actively involved in a specific situation (Farahian & Rajabi, 2022). It enables teachers to think in the moment and generate practical solutions for unexpected or surprising circumstances. This real-time reflection emphasized by Akbari et al. (2010), is a form of real-time, practical reflection that teachers engage in while encountering challenges in the classroom during the teaching process. In their study, Machost & Stains, (2023) encouraged "a

practitioner reflecting on a past action, analyzing the different influences, and carefully considering the observed or potential outcomes." (p. 3). This means participating in these reflective practices enables teachers to gain valuable understanding, resulting in enhanced methods of teaching and overall effectiveness within the classroom.

Reflection-for-action involves the cognitive process of contemplating future actions with the explicit aim of enhancing or modifying a particular practice (Olteanu, 2017). To enable reflection-for-action, teachers need to utilize examples, insights, and acquired knowledge to foster a fresh perspective when approaching problems (Orakcı, 2021). Thus, teachers can establish a more effective and dynamic learning environment for their students by actively engaging in this thoughtful method and proactively adjusting their teaching strategies.

Although there are many different ways to define reflection or reflective practice, it is generally agreed upon to be beneficial in developing teacher professionalism. The Latin phrase "re-flectio," which means to "turn" (re) "back" (flectio), is where the word "reflection" originates, according to Postholm (2008). Therefore, reflection is the process of reflecting back on previous experiences to gain knowledge for new learning. In the meantime, reflection was described by Palacios et al. (2021) as a process that involves gradually giving events significance. This implies that reflection necessitates a long-term exposure process that involves analyzing past experiences to inform future decisions and actions. In his study, Shandomo (2010) mentioned that reflection is a systematic method of self-exploration and self-assessment that experienced teachers should regularly engage in to enhance their professional practices. He further asserted that without reflection, teachers might persist in teaching based on unexamined assumptions, hindering their ability to effectively address student needs and establish a conducive learning environment in the classroom.

The term of reflective practice, also known as reflection or reflective teaching, has gained increasing recognition as an effective method of professional development for EFL teachers (Cirocki & Widodo, 2019). It is highlighted as a significant aspect of teacher education (Suphasri & Chinokul, 2021), professional practice, and the professional growth of English teachers (Nurkamto & Sarosa, 2020). Reflective practice

is expected to contribute to teachers' professionalism through activities focused on teacher professional development (Tosriadi et al., 2018).

Reflective practice has received significant encouragement in Asia, particularly in Indonesia, where the issue of teachers' professionalism in education has long been of great importance to the government. According to the implementation of Curriculum 2013, teachers are required to demonstrate reflective practices (Kholis & Madya, 2021). Engaging in reflective practice through self-evaluation and self-observation provides an effective avenue for teachers to enhance their professional quality. Reflective practice is emphasized as a crucial part of maintaining teachers' professional growth in the Ministry of National Education of Indonesia No. 16/2007's recommended teacher competency criteria (Nurkamto & Sarosa, 2020). In order to continuously improve teaching and learning strategies and raise educational standards, this guideline emphasizes the significance of reflective practice. As a result, this government effort in Indonesia helps educators to pinpoint their areas of strength and weakness and create fresh approaches to enhance their teaching.

Numerous investigations have examined the concept of reflective practice among EFL teachers. An instance is a research conducted in Iran by Fatemi et al. (2011), which explored how EFL teachers' reflection influences their learners' writing proficiency. They used a sample size consisting of one hundred EFL teachers teaching at language institutes in Mashhad and one thousand EFL learners. The findings from this study indicated that there was indeed a significant impact on the writing achievements of EFL learners as influenced by their respective teacher's level of reflection.

Three Indonesian EFL instructors who are currently employed at a single senior high school in Cimahi, West Java, shared their perspectives on teaching and learning in a study done by Saputra et al. (2020). The findings showed that the length of time they had been teaching and their prior learning experiences were the most often discussed themes. Early experiences had a significant impact on how they perceived teaching, while later events had an indirect impact on how they felt about teaching. However, due to various variables like time limits, school duties, and student-related concerns, some teachers were unable to put these views into reality.

Seven EFL junior high school instructors in Makassar provided data to Sunra et al. (2020) through a variety of techniques, including as focused group discussions, semi-structured interviews, observation, and recording. The findings showed that these educators mostly saw reflective practice as a means of assessing their own instruction. They felt that by evaluating their educational experiences and raising the standard of instruction generally, reflective practice helped them immensely.

An extensive study on the beliefs and methods of a novice EFL instructor at a reputable English language school in Central America was carried out by Farrell & Avejic (2021). According to the results, all EFL teachers should practice reflectively in order to carefully consider their guiding principles, assess them in light of their students' performance in the classroom, and decide on their instructional strategies.

EFL teachers' reflective practice has been the subject of several studies. For instance, Burhan-Horasanlı & Ortaçtepe (2016) conducted a qualitative case study that focused on in-service EFL teachers' participation in online discussions with a focus on reflective practice during a graduate course. In order to find patterns and themes pertaining to the traits of reflective practice as an integrated process, the researchers gathered data through thoughtful talks and tailored interviews. The results indicated a propensity for contemplation in, on, and for action among the employed Master of Arts program in Teaching English as a Foreign Language (MA TEFL).

Moghaddam et al. (2020) conducted a study involving EFL teachers from Iran. A total of 250 teachers who had completed the reflective teaching inventory were included in the research, along with an additional group of 60 teachers who wrote reflective journals. The participants were chosen from two language institutes located in Sabzevar's northeast region. To ensure fairness, they were randomly divided into control and experimental groups. The intervention was given to the experimental group while the control group did not receive any special treatment. Results showed that EFL teachers demonstrated various levels of engagement across five factors related to reflective teaching: cognitive, metacognitive, affective, critical, and practical. Additionally, three distinct categories of reflection emerged based on time frames: reflection-for-action (thinking before doing), reflection-in-action (thinking while doing), and

reflection-on-action (after-the-even thinking).

Amalia et al. (2020) conducted a narrative inquiry study using a multiple-case study design. This involved collecting data through narrative frames and interviews, which were then analyzed using thematic analysis on both narrative and non-narrative data. The participants in the study were from two doctoral programs of English Language Teaching (ELT) at universities that used to focus primarily on teacher training. The research findings suggested that engaging in reflective practice during lesson planning can significantly improve the teaching performance of teacher educators. According to this investigation, teacher educators reflected on their past experiences and adapted them accordingly to current situations. It is not always true that extensive teaching experience hinders reflective practice as sometimes presumed. Additionally, the examination revealed that reflection in action can occur spontaneously or be planned carefully by teachers who follow similar planning phases based on their prior experiences but modify them according to present circumstances.

The necessity for the current study is underscored by the limited research on specific reflective techniques employed by tertiary teachers. Although numerous studies have explored reflective practices in English institutes and primary and secondary EFL settings, there is a noticeable gap in understanding the specific approaches to reflection used by university-level EFL teachers. Given the scarcity of research on reflective practices among tertiary lecturers, this study was conducted.

Furthermore, the research findings are expected to enhance the understanding of how these teachers engage in self-reflection and strive for continuous improvement regarding the predominant types of reflection applied in their teaching by eleven tertiary EFL teachers. Therefore, the goal of this study is to answer a specific question: Which types of reflections do tertiary EFL teachers frequently apply in their teaching? This study aims to examine the types of reflective practice that tertiary EFL teachers frequently apply in reflecting on their teaching. It also investigates commonly utilized reflective practices by tertiary EFL teachers when reflecting on and improving their teaching practices. Through this research, there is a hopeful aspiration that this study could facilitate the development of more comprehension by teachers regarding their teaching methods,

strengths, and areas that require improvement. Encouraging regular self-reflection in tertiary EFL teachers may lead to enhancing their self-awareness and fostering professional growth as teachers.

II. METHODS

Participants

This study involved eleven tertiary EFL teachers from a private university in Salatiga. Among the participants, there were eight female and three male teachers who were carefully selected based on multiple criteria such as their teaching experience, accessibility, and willingness to take part in this study. The selection process also considered Huberman's model from 1989 which categorizes teachers into novice (1-5 years of teaching), mid-career (6-15 years of teaching), and late-career stage (16+ years). Table 1 presents further demographic information regarding the backgrounds of the participants.

Table 1

The Participant's Demographic Information

Participants (P)	Gender	Career Stage	Degree
Participant 1 (P1)	Male	Novice	Master
Participant 2 (P2)	Female	Novice	Master
Participant 3 (P3)	Male	Mid-Career	Master
Participant 4 (P4)	Female	Mid-Career	Master
Participant 5 (P5)	Female	Mid-Career	Master
Participant 6 (P6)	Male	Late-Career	Doctoral
Participant 7 (P7)	Female	Late-Career	Master
Participant 8 (P8)	Female	Late-Career	Master
Participant 9 (P9)	Female	Late-Career	Doctoral
Participant 10 (P10)	Female	Late-Career	Doctoral
Participant 11 (P11)	Female	Late-Career	Doctoral

Instruments of Data Collection

The data utilized a questionnaire and an interview method as data collection tools. The first round consisted of a questionnaire that was administered to gain a detailed understanding of the specific topic. The aim was to examine the frequency of participants' reflective teaching

practice to different types of reflection. The statements in the questionnaire were rated on a scale called the "frequency adverb scale," which ranged from high frequency ("Always") to low frequency ("Almost Never"). The statements used in the questionnaire were derived from Wahyuni's [7] work, where items 1-3 pertained to reflection-in-action, items 8-9 focused on reflection-on-action, and statements 10-12 addressed reflection-for-action. Additionally, statements 4-7 were categorized as development-oriented reflections falling under the category of reflection-on-action.

For the second round of data collection, an interview was carried out for further insights with two participants who were at different career stages: one being a novice and the other in mid-career. A semi-structured approach was used during these interviews to allow for flexibility in discussing specific topics raised by the participants. This method ensured that researchers could delve deeper into areas of interest and examine them with greater detail. It also maintained consistency between both interviews, ensuring that similar topics were covered with each participant. By employing this interview method along with its flexible structure, the researchers aimed to gather comprehensive and diverse perspectives on reflective practice employed by tertiary EFL teachers. The objective was to attain a better comprehension of how teachers reflect on their teaching practices based on where they are within their careers.

Data Collection Methods and Procedures

This qualitative study explored which types of reflection these eleven teachers primarily used in their teaching methods. According to Lahiri (2023), qualitative research "exhibit reality as experienced by the groups, communities, individuals etc." This highlights the fact that participants are encouraged to express their perspectives and to provide understanding of their personal experiences. Moreover, the questionnaire was conducted which aimed to thoroughly understand participants' reflective teaching practice frequency with different types of reflection. The instrument was transferred onto a Google Form and subsequently distributed to eleven participants. The participant's responses in the questionnaire would indicate which practice they had implemented. All participants agreed that their support was voluntary, and they consented to take an interest in the study as outlined (Vanassche & Kelchtermans, 2014).

Following the completion of initial data collection, participants were reached out via WhatsApp messages to arrange interviews for a more thorough investigation. Out of all the participants, two individuals were chosen and distinct approaches were utilized considering their respective availability and preferences. To begin with, the first participant was scheduled for an in-person meeting to carry out the interview. This face-to-face approach created a suitable environment that fostered personal and interactive communication, enabling the participant to freely express thoughts and experiences. The duration of the interview was around one hour. Meanwhile, the second participant was sent a set of written questions through WhatsApp for logistical reasons. Any uncertainties or doubts arising from the written answers were resolved by translating both the questions and answers accurately from Indonesian to English to maintain clarity. This research successfully captured a broad range of perspectives and experiences related to reflective practices among tertiary EFL teachers by using a combination of in-person interviews, and written interviews with translation. Both verbal and written communication methods enriched the data collection process, leading to a deeper understanding of participants' reflective practices and how they influence their teaching approaches.

III. RESULT AND DISCUSSION

In this research paper, the results and discussions of a qualitative study on reflective practices among tertiary EFL teachers are presented. Two main segments comprise this section, namely questionnaire results and interview findings.

Questionnaire Results

The purpose of the questionnaire was to gather information about the participants' types of reflective practice. The data revealed when these reflections took place. Table 2 presents an overview of the obtained responses.

Table 2

The Participants' Types of Reflective Practice

Reflective Types	No	Conditions	AI	U	S	R	An
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In-action	1	I can quickly react to teaching problems happening in my class.	3	8	0	0	0	7	I read English books and/or articles related to effective teaching to improve my classroom performance.	1	4	4	2	0	
	2	I notice students' attitudes during the teaching-learning process.	5	6	0	0	0		8	After the class, I look back on what happened.	1	8	2	0	0
	3	I adjust my instruction or activities based on students' attitudes in my class.	3	8	0	0	0		9	After the class, I try to find out the reasons for teaching problems in the previous lesson.	2	6	3	0	0
On-action	4	I reflect on my past experiences by reviewing the materials I use in my teaching.	5	5	1	0	0	For-action	1	I analyze my teaching-learning activities based on the objectives of my lessons to make some changes in the future.	2	6	3	0	0
	5	I effectively handle potential obstacles during the class based on my past experiences.	1	9	1	0	0		1	I can figure out teaching problems happening in my class.	4	4	3	0	0
	6	I actively seek solutions based on my reflections to create a well-organized and successful learning environment for my students.	2	7	2	0	0		1	I can figure out the difficulties that can hinder the learning process.	1	8	2	0	0

Note: Always (A); Usually (U); Sometimes (S); Rarely (R); Almost never (An)

Based on Table 2, various types of reflective practice by participants were classified under the categories of In-action, On-action, and For-action. The table illustrated the frequency

with which each participant engaged in these reflective practices using an assigned scale: Always (A), Usually (U), Sometimes (S), Rarely (R), and Almost never (An).

Reflection-in-action

The In-action category refers to anything that is in the middle of happening. The participants were asked regarding the condition "I can quickly react to teaching problems happening in my class." Generally, the participants reported a high frequency of response to this condition. Specifically, three participants consistently possessed the ability to promptly respond to teaching problems, namely, P3, P7, and P11. Furthermore, a majority of the participants (participants P1, P2, P4, P5, P6, P8, P9, and P10) reported regularly demonstrating this skill. Importantly, none mentioned experiencing occasional or rare reactions or almost non-existent responses to such issues during their classes. This implies that all participants demonstrated a considerable level of proficiency in effectively handling any challenges encountered during their teaching practices. As Chandran et al. (2022) mentioned in their study, developing strong practical skills can greatly enhance a teacher's sensitivity toward the realities of the teaching profession.

The findings regarding the teachers' observation of their students' attitudes during the classroom activities were consistent. Among the participants, P1, P2, P3, P7, and P8 consistently paid close attention to the attitudes of students during the teaching-learning process. In the meantime, respondents P4, P5, P6, P9, P10, and P11 typically mentioned being observant of their students' attitudes within the classroom. In addition, the absence of any participants reporting occasional or infrequent observation of students' attitudes indicated a sustained and continual involvement with this aspect of teaching practice. This discovery emphasizes that these findings highlight the participants' sensitivity to students' attitudes, showing how it can be essential in determining their level of engagement, comprehension, and any possible difficulties they may encounter. In a study conducted by Astuti et al. (2019) in Surakarta, it was discovered that teachers need to understand students' characteristics to develop effective teaching and learning strategies and achieve learning objectives.

The discovery regarding the statement, "I adjust my instruction or activities based on students' attitudes in my class," as depicted in

Table 2, revealed that three participants, two late-career teachers, and one novice teacher reported that they always adapted their teaching methods or activities according to students' attitudes. The three participants were P3, P7, and P11. In contrast, eight participants (P1, P2, P4, P5, P6, P8, P9, P10) stated that they typically made these adjustments. This summarizes that teachers recognize the importance of addressing students' needs and preferences to create an engaging and effective learning environment. Research in Thailand by Ahmed et al. (2012) concluded that EFL teachers hold a crucial position in delivering education to learners through a variety of attractive teaching methods and shaping their attitudes toward the EFL learning environment.

Reflection-on-action

Reflection-on-action examines one's actions and experiences to learn from them. The results of the investigation revealed a persistent tendency among the participants to reflect on previous experiences through the analysis of educational materials. Out of the ten respondents surveyed, five (P2, P3, P7, P8, and P11) persistently communicated their habit of reflecting, whereas the remaining half (participants P1, P4, P5, P9, and P10) commonly expressed engaging in self-reflection. Additionally, participant P6 noted occasional review of the materials. These empirical results suggest that teachers frequently committed themselves to self-reflection and continuous improvement by critically examining and revisiting their teaching resources. The findings revealed by Orakçı (2021) highlighted reflective thinking is a crucial ability for teachers to improve their teaching methods, involving the utilization of previous experiences and learning from mistakes.

According to a survey of reflective-type respondents, 90% of them were confident in effectively handling potential obstacles encountered in class based on their past experiences. The remaining 10% (participants P3 and P9) admitted that they occasionally or seldom handled such challenges effectively. Meanwhile, not a single respondent expressed the belief that they almost never or never successfully cope with potential obstacles. The data shows that predominant respondents exhibited a notable level of confidence in effectively handling potential challenges during class due to their prior experiences. Having this skill is crucial for teachers as it can contribute to their teaching process success. Reflective

practice is critical in transforming ineffective teachers into effective ones because it allows them to observe and assess students' educational needs, discover optimal teaching methods, and explore innovative approaches that provide new perspectives on instructional strategies (Disu, 2017; cited in Oduro et al., 2022)

Next, the findings of the study revealed that the respondents, who were teachers, actively sought solutions by reflecting on their experiences to establish a well-organized and successful learning environment for their students. This reflective practice was consistently adopted, with the majority of participants indicating "always" or "usually" in 9 out of 11 responses. Notably, participants P2 and P8 expressed their commitment to always reflecting and actively seeking solutions to facilitate successful teaching and learning processes. Furthermore, a similar reflective approach was observed in seven participants (P2, P4, P5, P6, P7, and P9), who consistently strived to seek solutions and implement them to enhance the teaching and learning processes in the classrooms. These results highlight the participants' strong inclination towards reflection and their ability to effectively utilize their reflections to enhance their teaching practices. However, it is important to note that a few participants (P1 and P11) responded with "sometimes," indicating that they relied on their past experiences less frequently when faced with new or unexpected challenges. In summary, the findings indicate that the respondents, as highly reflective teachers, are dedicated to creating an optimal learning environment by effectively addressing potential obstacles during class based on their past experiences. This aligns with previous research by Alsuhaibani (2019) which demonstrated the usefulness and importance of reflection, particularly for pre-service teachers, especially during the early stages of their teaching careers.

The study investigated teachers' approaches to reading English books and/or articles related to proficient teaching. The findings, presented in Table 2, revealed varying levels of response among the participants. An important finding was that P11, a late-career teacher, consistently engaged in reading English books and materials to enhance teaching skills. Additionally, this practice often resulted in improvements to the teaching approaches of P1, P2, P3, and P8. However, there were instances where participants only engaged in this activity

sometimes or rarely, indicating occasional inconsistencies in their behavior. These results imply that while several teachers consistently engage in reading activities to enhance their effectiveness in the classroom, others may require additional motivation and support to increase their involvement with relevant educational literature. This highlights the need for targeted interventions and professional development opportunities to support a culture of continuous learning among teachers. In line with Hu's (2015) theory, which emphasized the importance of teachers continuously updating their knowledge and familiarizing themselves with new curriculum ideas to enhance teaching efficiency, the study further highlighted the significance of diligent lesson preparation.

Additionally, the investigation examined how participants reflected on their previous lessons and identified the causes of teaching obstacles. It was observed that teachers who are inclined to reflect tend to review what happened after their class. Specifically, one mid-career teacher (P3) constantly engaged in this post-class reflection. Similarly, a majority of cases (eight out of ten respondents from P1, P2, P4, P5, P7, P8, P9, and P10) showed a usual practice of self-reflection, indicating a consistent habit among them. Meanwhile, two late-career teachers (P6 and P11) reported that they only sometimes looked back on what had happened in their teaching-learning process. The results indicate that teachers perceive reflection as a valuable tool for evaluating their teaching performance and identifying areas that require improvement. Gupta (2019) stated that reflective teaching facilitates teachers in comprehending the manner they employ their knowledge in classroom situations and discerning strategies for proficiently amalgamating theory and practice.

Reflective participants tended to analyze the reasons behind their teaching problems from the previous lesson after classes. One mid-career teacher (P3) and a late-career teacher (P7) shared the same opinion, always reflecting on their teaching problems. Meanwhile, P1, P6, and P9 mentioned that they infrequently reflected on their teaching problems. The six participants, namely P2, P4, P5, P8, P10, and P11 expressed a tendency to frequently partake in this reflective practice. Based on these findings, the participants could identify and solve problems in real time reflecting on teaching problems during the class. In addition to improving students' educational experiences, this approach makes the participant

a more skilled teacher. According to Suphasri & Chinokul (2021), "reflective teachers not only aim at gaining better solutions; they also attempt to deepen their understanding of themselves as well as how the solutions they have discovered connect to other experiences and ideas" (p. 237), this is in line with their observations. Thinking-for-doing

The concept of reflection-for-action involves future plans to improve or change practices. As seen in Table 2, teachers analyzed the teaching-learning activities by reflecting on previous lessons and identifying reasons for teaching challenges. A moderate response was observed from the majority of participants. Out of the total participants, six teachers (P2, P4, P5, P7, P10, and P11) stated they usually evaluated their teaching practices while three reported doing it sometimes. Additionally, two participants (P3 and P7) claimed to be consistently involved in this behavior. Based on these findings, it can be concluded that teachers take an active role in assessing their teaching strategies and making suitable adjustments to enhance the compatibility between their objectives and instructional approaches. van der Steen et al. (2022) stated that throughout a series of lessons, teachers should continuously assess whether the intended objectives have been achieved and determine the reasons behind any shortcomings, then inform their decision-making regarding adjustments needed in their teaching approaches.

According to Shanmugavelu et al. (2020), when teachers genuinely embrace and adopt reflective teaching, it has the potential to cultivate capable and successful teachers as well as equip them with the skills necessary for effectively managing typical difficulties encountered in classrooms such as misunderstandings, confusion, and ambiguity. This theory is supported by the findings of a study where participants were asked to rate how often they were able to figure out teaching problems occurring in their classes. Out of the group considered to have reflective tendencies, 40% (P3, P7, P8, and P11) reported being consistently successful in resolving teaching dilemmas, while an additional 40% (P1, P2, P4, and P9) claimed they were generally capable. The remaining 30% (P5, P6, and P10) expressed occasional abilities in tackling these issues. These results indicate that reflective teaching is an important skill for all teachers. By reflecting on their practice, teachers can identify and

address problems in their teaching and improve their ability to meet the needs of their students.

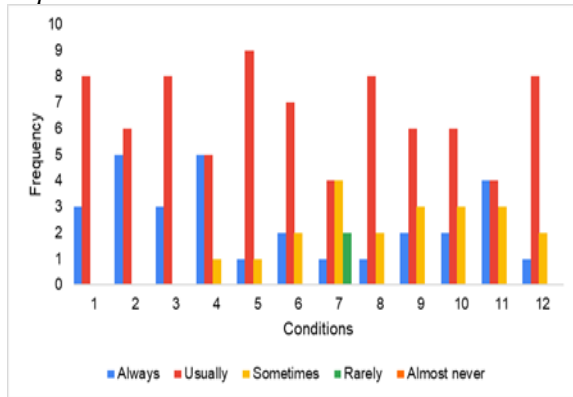
Based on the data, the reflection-for-action condition revealed varying levels among participants to the statement, "I can figure out the difficulties that can hinder the learning process." To be more precise, P11 stated that she was consistently able to handle such challenges, whereas eight participants (P1, P2, P3, P4, P5, P7, P8, and P9) asserted that they were predominantly successful in doing so. Although two participants (P7 and P11) mentioned occasionally struggling with these problems, none of the participants reported rare or rarely being able to resolve them. These results show that most individuals felt competent and capable when faced with different obstacles. In order to overcome barriers to learning and improve the quality of the educational experience overall, Molotja & Maruma's (2018) research indicates that teachers who proactively tackle issues like lesson planning, student-teacher alignment, and meaningful content presentations are essential.

From the results obtained in the investigation, it is evident that the teachers effectively employed three types of reflection: reflection-in-action, reflection-on-action, and reflection-for-action. The data suggests that these reflection practices were consistently implemented by the participants, who actively engaged in reflective practice techniques throughout their teaching journey. Firstly, they applied reflection-in-action by analyzing observations and solving problems as they arose. Secondly, the teachers practiced reflection-on-action by reflecting on past experiences and contemplating future actions. Finally, they utilized reflection-for-action to consider future actions to enhance or modify their activities or practices. Therefore, the participants' dedicated use of reflective practice techniques throughout their educational path demonstrates their commitment to continuous professional growth and enhancement.

Moreover, the data presented in Figure 1 clearly showed that the participants were consistently and regularly engaged in reflective practices. The majority of the respondents (approximately 75%) reported responding with "Always" or "Usually," indicating a strong dedication to incorporating reflection into their teaching strategies. These responses imply that the participants actively embraced self-reflection as an essential aspect of their professional development, demonstrating a proactive

approach toward improving their skills. The emphasis on implementing reflective practice at a high frequency highlights its importance in improving teaching effectiveness and nurturing continuous growth.

Figure 1
Frequency & Conditions of Reflective Practice Implementation



In summary, Figure 1 clearly shows the frequency of the EFL teachers' answers to the conditions mentioned in Table 2. Participating in self-reflection demonstrates tertiary EFL teachers' dedication to personal development and highlights the vital role reflective practice plays in improving teaching skills.

Interview Results

Based on the survey outcome, a subsequent interview was administered to two respondents. The first participant (P1) had a novice teaching status with four years of teaching experience in a private university in Salatiga. Meanwhile, the second participant (P5) could be categorized as being in an intermediate phase of her professional journey, having accumulated approximately eight years of teaching experience. P1 (37 years old) and P5 (40 years old) demonstrated varying levels of engagement regarding the implementation of reflective teaching.

In the interview, the participants were asked if they were reflective teachers. P1 affirmed that he was a reflective teacher who often contemplated his teaching and documented notes to aid in recalling areas where improvement was required. Although P1 had not systematically recorded his reflections, he actively pondered upon what worked and what needed modification or enhancement in his teaching and classroom materials. P1's responses were documented in Excerpt 1.

Excerpt 1:

“If we're talking about being reflective in general, I am a reflective teacher. I often think

about what worked and what did not in my classrooms or what needs to be improved from my teaching or materials. While I have never not documented my reflection systematically, I often wrote side notes, particularly on my materials or the teaching notebooks I have on my gadgets to help me remember what needs to be changed or improved later when I teach the same or similar classes.” (P1's statement, Interview, July 5, 2023)

Conversely, P5 expressed a desire to be a reflective teacher yet acknowledged that she did not consider herself highly reflective. She said, “On a scale of 1 to 10, I might be at 4. It is because I think I need to devote more time to engage more resources to help me improve my teachings.” P5 admitted a lack of time and resources as the reason for this, as administrative tasks occupied most of her time, rendering the limited opportunity for focusing on enhancing her teaching practices. Aligned with P5's statement, time management emerged as the main challenge that limited teachers' ability to implement changes based on reflection. Teachers faced obstacles such as time constraints and workload limitations that hindered their ability to reflect on their teaching practices (Kano et al., 2017; Phan et al., 2022; Saputra et al., 2020; and Valdez et al., 2018).

Regarding the advantages and disadvantages of reflective practice, P1 emphasized the significance of discovering a deeper purpose in teaching beyond mere job obligations. He stated that in Excerpt 2.

Excerpt 2:

“I have a sense of purpose in my profession, towards what I am doing – it gives me a deeper meaning about what I have been doing (teaching), helping me to see that it is not just an ordinary job with its job descriptions to be performed.” (P1's statement, Interview, July 5, 2023)

P1 acknowledged that practicing reflection might not always be feasible or time-effective due to the numerous tasks at hand. In contrast, P5 held a contrasting viewpoint by perceiving reflective practice without any disadvantages. She emphasized its benefits in terms of self-improvement and enhancing teaching quality while also acknowledging its potential to unlock students' abilities.

Drawing upon the interview results, it can be concluded that P1 and P5 acknowledged the importance of reflective practice in teaching. The interview emphasized the necessity for teachers

to maintain a balance between their daily teaching responsibilities and the need for reflection to continually enhance their teaching skills. Additionally, the interview also highlighted the importance of allocating dedicated time and providing support for teachers to engage in reflective practice. This is crucial for teachers to continue to develop professionally and ultimately make a positive impact on their achievements.

IV. CONCLUSION

The focus of this qualitative study is to investigate the phenomenon of tertiary EFL teachers frequently applying different types of reflection in their teaching practices. The study is divided into two primary sections, namely, questionnaire and interview findings. This study reveals that tertiary EFL teachers actively demonstrate three types of reflection in their teaching practice, which include reflection-in-action, reflection-on-action, and reflection-for-action. These include observing students' attitudes, adapting instruction to suit individual student requirements, analyzing past encounters for insights or alternative approaches, and seeking problem-solving avenues while also engaging in self-reflection about instructional difficulties faced. It's crucial to recognize that the study has limitations because of the small sample size and possible self-report bias. Future studies could examine different types and situations of reflective teaching in order to have a more thorough knowledge of the connection between reflection and effective teaching techniques. In order to ensure that instructors regularly exhibit these behaviors in their teaching practice, interventions and methods can also be designed to support teachers in increasing their reflective skills.

Further exploration into other facets of reflective teaching practices is warranted, transcending disciplinary boundaries and cultural nuances. By scrutinizing reflective practices across diverse teaching environments and cultural milieus, we can glean invaluable insights into their adaptability and efficacy.

In conclusion, let us galvanize our collective efforts to cultivate a culture of reflection within tertiary EFL education. By fostering an environment conducive to reflective practices and nurturing the reflective capacities of educators, we can elevate the quality of education delivery and empower both teachers

and learners alike.

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