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Reflective Practice in English Language Teaching in Indonesia: Shared Practices from Two Teacher Educators

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ABSTRACT

This article presents how reflective practice is promoted through continuing professional development (CPD) workshops for pre- and in-service EFL teachers in Indonesia. The purpose of such workshops is threefold: to encourage teachers to take responsibility for their professional growth; to guide teachers in selecting specific aspects of practice for further development; and to stimulate teachers to reflect individually and collectively on the teaching-learning process to deliver successful lessons and maximise student learning. With this in mind, the current contribution starts by operationalising the concept of reflective practice and describing reflective practitioners. It also details when, how and why English language practitioners should engage in reflective practice. The article concludes with a set of useful activities that help transform English language teachers into reflective practitioners.

Keywords: reflection; reflective practice; reflective practitioner; teacher education; TESOL

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Introduction

The concept of reflection is probably as old as educational discourse itself. It is an inextricable element of teaching and learning, enabling teachers to identify and solve problems (Dewey, 1933; Farrell, 2015) related to their teaching practice or learning various aspects of their profession. Although teachers have always been in some way engaged in reflection, it is only during recent decades that the notion has become a well-established theoretical concept in the field of TESOL (Christodoulou, 2016; Farrell, 2019; Osterman & Kottkamp, 2004). More recently, it has also become the subject of empirical investigations leading to a better understanding of reflective practice among English language teachers (Farrell, 2018) and to the active encouragement of teachers to systematically engage in such practice (Cirocki & Farrell, 2017a; Cirocki & Burns, forthcoming/2019).

In pursuit of high-quality teacher education programmes and CPD activities, reflective practice has received wider attention because teaching experience itself does not guarantee improved practices (Nguyen, 2017, Widodo & Ferdiansyah, 2018). In the Asian context, for example, reflective practice is implemented in university-based teacher education programmes and promoted in such modules as *Micro-teaching* and *Teaching Practicum* to assist pre-service teachers in developing reflection routines (Cirocki, Madyarov, & Baecher, in press; Widodo, 2018). It has recently been enacted in classroom action research, lesson study projects, critical friendship networks and peer observation (Cirocki & Farrell, 2017a, 2017b; Widodo, 2018) in CPD for in-service English language teachers. The basic premises behind reflective practice are that it helps teachers to apply theory to practice, leads to improved classroom practice and enables practitioners to grow professionally by learning from classroom-related experience (Cirocki & Farrell, 2017a).

As critical reflection constitutes a significant part of professional development for pre- and in-service English language teachers, a large body of research on reflective practice and teacher CPD has been conducted in the TESOL field (e.g., Farrell, 2018). Various studies examine the practice from different angles and employ quantitative, qualitative and mixed approaches. Some are short-term case studies, others longitudinal in nature, but all contribute to a better understanding of teacher learning, reflective practice, the relationship between reflective practice and teacher CPD, and how each leads to improved learning and teaching.

In the past five years, reflective practice has also been documented in Indonesia – the context of the current contribution. These studies explored how pre-service teachers of English engaged in reflective practice in the *Teaching Practicum* module mentioned above (Kuswando, 2014; Widodo & Ferdiansyah, 2018). For example, Widodo and Ferdiansyah (2018) investigated how English student teachers reflected on their practicum experience through video-based journaling (e.g., writing a reflective journal after watching filmed footage) and photovoicing (e.g., documenting a moment of teaching by digital photography). By engaging in sustained reflection aided by these techniques, the student teachers could connect their theoretical knowledge to classroom events. Additionally, they were required to provide rationale for what occurred in the classroom, thereby combining theory, research and practice.

Indonesia has quite a well-developed, year-round system of CPD for English language teachers (Cirocki & Farrell, 2019). These range from 1-day ELT workshops, through teacher performance reviews, to conferences and action research projects. These events focus on important EFL matters and current topics in TESOL. In our capacity as English language teacher educators, we take an active part in these events and offer workshops on reflective practice for both pre- and in-service teachers.

The current contribution serves as testimony to our dedication to EFL teacher education in Indonesia, where our personal aim is to produce reflective practitioners committed to initiating change and integrating innovation into education. This article has three purposes: (1) to define reflective practice and reflective practitioners; (2) to discuss when, why and how English language teachers should engage in reflective practice; and (3) to demonstrate how EFL teachers can be encouraged to reflect whenever planning and delivering lessons.

Operationalising Reflective Practice and Reflective Practitioners

Reflection, and reflective practice, plays a pivotal role in teacher learning and professional development (Cirocki & Farrell, 2017a, 2017b; Girocki, Madyarov, & Baecher, in press; Farrell, 2015; Widodo, 2018; Widodo & Ferdiansyah, 2018) because it gives teachers the opportunity to self-assess their teaching knowledge (e.g., beliefs, perceptions, assumptions) and practice, as well as share thinking and practices in informal groups or well-established communities of practice (Curtis, Lebo, Cividanis, & Carter, 2013; Farrell, 2013a).

Reflective practice, documented in recent research (e.g., Farrell, 2018), has been operationalised in different ways, including learning through and from experience, evidence-based observations and examination of critical incidents (Akbari, 2007; Arslan, 2019; Farrell, 2013b; Widodo, 2018). Regardless of the different approaches, it can be defined as thinking about classroom events, experiences or critical incidents, before, during and after their occurrence, in ways that allow for deep introspection and evaluation.

From an ecological perspective, reflective practice embraces three levels: *surface reflection*, *pedagogical reflection* and *critical reflection* (Larrivee, 2008a). With surface reflection, teachers emphasise technical methods to achieve specific goals (e.g., *Shall we do it again and in a better way?*). Pedagogical reflection involves reflecting on instructional theories and approaches, and connections between theory and practice; teachers aspire to achieve consistency between espoused theory (i.e., what teachers say, believe and value) and theory-in-use (i.e., what teachers actually do in the classroom). Critical reflection involves teachers reflecting on the moral and ethical implications of their classroom practices on students and themselves as lifelong learners (Farrell, 2015). It involves an in-depth examination of both personal and professional belief systems as well as educational practices (Crandall & Christison, 2016). It is therefore important to view teacher critical reflection as a self-dialogue that not only allows practitioners to question, evaluate and problematise their teaching beliefs, knowledge and practices, but also leads to their transformation or reconstruction. Critical reflection is therefore a systematic and cyclical process that includes self-observation, self-awareness and self-evaluation, all of which aid the (re)construction of professional knowledge (Farrell, 2007; Widodo & Ferdiansyah, 2018).

Preparing teachers to become reflective practitioners is a frequently articulated goal in TESOL teacher education and CPD (Cirocki & Farrell, 2017b; Larrivee, 2008b). Likewise, the construction of reflective identity in practitioners has become a prominent theme within a transformative education discourse. It must therefore be clarified that as reflective practitioners, teachers are no longer technicians or curriculum transmitters who follow a banking model of education. Instead, they serve as autonomous decision makers who continually learn from their experience and reconstruct this experience through reflection (Larrivee, 2008b; Schön, 1983; Widodo, 2016). Consequently, reflective practitioners are engaged in a perpetual four-phase learning cycle: *acting*, *observing*, *reflecting* and *adapting* (Larrivee, 2006). It is through active engagement in all phases that teachers can constantly develop and grow professionally, open up to

myriad possible choices, overcome challenges, and learn to respond rationally to educational changes.

Reflective practitioners are also committed to lifelong learning, as they engage in continuing reflective practice and professional identity (re)construction (Cirocki & Farrell, 2017b). Lifelong learning is “a continuously supportive process which stimulates and empowers [teachers] to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment, in all roles, circumstances, and environments” (Watson, 2003, p. 3). Sustained reflective practice is therefore challenging, as it requires that teachers regularly play diverse roles, often going beyond those of curriculum transmitters (e.g., Widodo, 2016, 2018; Widodo & Ferdiansyah, 2018). To fulfil the various roles properly, as Qinhu, Dongming, Zhiying and Hao (2016, pp. 6-7) note, reflective practitioners are required to:

- acknowledge the theory and value of lifelong learning;
- demonstrate strong motivation to learn, coupled with a sense of responsibility;
- show clear self-perception, in addition to continual self-reflection and self-assessment;
- display self-direction, self-adjustment and control of their learning process;
- be effective in using diverse learning methods, strategies, approaches and resources to assist their own learning;
- assess the effects of their own learning and use their learning in solving problems, facilitating future learning.

It is important that these features be thoroughly discussed during teacher education and CPD programmes, so teachers know what is expected. In Indonesia, the concepts *teachers as reflective practitioners* and *teachers as lifelong learners* have recently entered educational discourse, and are permanently embedded in our CPD workshops.

When to Engage in Critical Teacher Reflection and Why

Reflective practitioners systematically engage in critical reflection. A systematic approach is vital as it helps teachers to become aware of who they are as teachers, what they do in their teaching practice and why they focus on these various aspects (Farrell, 2015).

A review of the literature shows that reflective practitioners’ most common types of reflection are: *reflection-in-action*, *reflection-on-action* and *reflection-for-action*. In Schön’s (1983) terms, the first two reflection types are about dealing with problems as they emerge in the classroom and looking back at what occurred in the teaching-learning process. Reflection-for-action is defined as teacher thinking about future actions whose purpose is to make improvements to or change current practice (Farrell, 2013a; Olteanu, 2017).

Much as we like these three perspectives, we feel that pedagogical literature gives them insufficient attention. It also prefers to discuss them as three separate constructs rather than place them on a continuum, which would more cogently reflect their place and role in teachers’ pedagogical practice. We consider teaching as a process based on a series of coherently connected units, that is lessons, and define reflection as a continuous process of reviewing teaching and learning to enable practitioners to make connections between experiences. We therefore propose

a four-component typology of reflection: *reflection-before-lesson*, *reflection-during-lesson*, *reflection-after-lesson* and *reflection-beyond-lesson*. This classification draws teachers' attention to the importance of reflection in successful lesson delivery, from planning to execution. As the CPD workshops we deliver in Indonesia focus on, among other things, successful lesson delivery and maximising student learning, this typology is key. What is more, it allows for Farrell's (2015) five-level framework for reflective practice (*Philosophy, Principles, Theory, Practice* and *Beyond Practice*), designed specifically with English language teachers in mind, to be integrated into our workshops, encouraging teachers to validate it in the classroom.

The first type – reflection-before-lesson – is extremely important, but often neglected in the literature, which tends to focus on Schön's (1983) model of reflection-in-action and reflection-on-action, neither of which concerns reflection before classes. In pre-lesson reflection, teachers think critically about the lesson they plan. They focus on lesson aims, learning outcomes, teaching approaches and methods, materials, activities and classroom management. Their decisions and rationale for each must be clearly determined. Reflection-before-lesson enables teachers to envisage and structure the lesson, anticipate challenges, and consider students' needs and how to integrate them into the teaching-learning process.

Reflection-during-lesson corresponds to Schön's (1983) reflection-in-action. This type of reflection not only pertains to the "theories-in-use" that underpin teachers' actions, but also "both positive and negative surprises that come about in the teaching-learning process" and "the teacher's ability to deal with [them] when they occur" (Cirocki & Farrell, 2017b, p. 9).

Reflection-after-lesson is a summative, or retrospective, construct. It resonates with Schön's reflection-on-action, the purpose being to evaluate lessons for a deeper understanding of classroom situations, how they came about in specific periods of time, and why (Farrell, 2015; Griffith, 2000; Schön, 1983). Reflection-after-lesson helps teachers to describe what they observed in the classroom, review the various roles assumed while teaching and justify classroom decisions. It also enables teachers to clarify what they would do differently were they to deliver that class again.

The final type of reflection, reflection-beyond-lesson, is very complex in nature. It tallies with Farrell's (2015) concept of *beyond practice* in particular and, in more general terms, Boud's (2006) *productive reflection* and Mezirow's (1991, 2009) *transformative learning*. According to Farrell (2015, p. 30), reflection-beyond-lesson creates rich affordances for teachers to explore "the moral, political and social issues" affecting their teaching practice. As a result, teachers begin not only to notice the various "political agendas and economic interests" which form current perceptions of and trends in English language education, but also understand how their own pedagogical practice impacts on society and vice versa (Farrell, 2015, p. 31).

At this level of reflection, practitioners make use of the preceding three types of reflection and share their case study observations, for example, in the form of narratives with other practitioners or school administrators to encourage collaborative reflection, or what Boud (2006) refers to as *productive reflection*. The purpose is to help individual teachers to relive classroom experiences and, consequently, find deeper meanings and understanding through social interaction. The in-depth group analysis encourages a critical questioning of beliefs, assumptions, values and interpretations of the individual practitioners, and often leads to changes in perspectives and/or identities. This is very much in agreement with Kaser and Halbert (2009), who argue that for teachers to engage in professional learning, they must experience a mindset shift. This shift derives from collaborative work among practitioners or grows out of collective reflection probing practices, habits and beliefs, and is based on "using ... prior interpretation[s] to construe ... new or revised

interpretation[s] of the meaning of teachers' experience[s] in order to guide future action," which Mezirow (1996, p. 162) designates *transformative learning*.

There is also empirical evidence arguing in favour of reflective practice (Cirocki & Farrell, 2017a; Farrell, 2018). A careful analysis of recent research reveals that the various studies nicely correspond to Farrell's framework for reflecting on practice, for example, empirical projects focusing on TESOL teachers' reflections on *Philosophy* (Chik & Breidbach, 2011; Lim, 2011), linking *Philosophy* and *Practice* (Farr & Riordan, 2012), combining *Philosophy* with *Beyond Practice* (Barkhuizen, 2010), and investigating teachers' reflections on *Principles* (Lin, Shein, & Yang; Borg, 2011), *Theory* (Wharton, 2012; Wyatt, 2010) and *Practice* (Zhu, 2014; Engin, 2015; Lasagabaster & Sierra, 2011; Mercado & Baecher, 2014). Some select studies are briefly described below. For a more in-depth overview on reflective practice research, we recommend reading all the sources referenced above.

In their project in Germany, Chik and Breidbach (2011) involved pre-service teachers and explored their language learning histories as a means of examining their professional identity construction and its further development. An increase in teachers' self-knowledge was observed once participants became more aware of the various roles they had to play as English language teachers. This knowledge was observed as crucial for the pre-service teachers because it informed them about their instructional philosophies and their possible impact on classroom practice.

In another study, with a similar focus but different methodology, Lim (2011) involved pre-service teachers from South Korea. In this project, the participants reflected on their own histories and beliefs about English language instruction. Their reflections on their development of English language teacher identity were grouped into six categories: (1) Backgrounds for pursuing an English-teaching career, (2) What is involved in good English teaching, (3) Evaluations of English-teaching practices, (4) Qualities and knowledge necessary for an English teacher, (5) Reflections on prior English learning experiences and (6) Confidence in and aspirations of being a good English teacher. Lim (2011) found three of the categories formed core constituents of the pre-service teachers' notion of teacher identity: (2) What is involved in good English teaching, (4) Qualities and knowledge English teachers need and (6) Confidence in and aspirations of being a good English teacher. The study additionally showed that participants experienced high levels of anxiety in relation to their English proficiency, especially when English language teaching was thought to be their future career. This finding was not new, however. Similar observations were made in other teaching contexts by Lee (2004) and Shin (2008), for example.

Farr and Riordan's study focused on pre-service teachers and their reflections on professional identity development, supported by the use of technology (e.g., blogs and online discussions). The corpora used were firstly examined quantitatively (i.e., measured through word counts and utterance length). Secondly, comparative frequency lists were compiled to generate key lexical items (e.g., verbs, adverbs, adjectives, nouns) and reflective discourse was sought. The findings revealed that participants reflected on their identities in several ways, at the same time combining reflections of philosophy with classroom practice. The teachers not only developed new online identities, but also observed the new identities in other teacher participants. Additionally, the various "analyses suggest[ed] that the amount and type of reflection [was] influenced by the discourse mode, the task, the participants and power dynamics" (Farr & Riordan, 2012, p. 129).

The last study to be presented in this section was conducted among in-service teachers in Peru. The project explored self-monitoring and video-based self-observation as stimuli for reflective practice. Mercado and Baecher (2014) concluded that video-based self-observation contributed to promoting self-monitoring, self-assessment and self-reflection. All three aspects were noted to lead to a more effective classroom teaching-learning process. Another observation showed the

teachers' successful identification of their strengths and weaknesses, attributable to increased awareness of their classroom settings and instructional practices. Finally, the enhanced awareness was observed to lead to changes in and development of classroom practices.

Different Platforms for Teacher Reflection

Reflective practice can be promoted in various ways (Cirocki & Farrell, 2017a; Richards & Farrell, 2005). Based on our experience in Indonesia, we mainly employ five formats in our reflective practice workshops: writing reflective journals/diaries, peer observation of teaching, lesson study, action research, and reflecting with digital technologies (e.g., blogging and photovoicing). All are described briefly below.

Reflective journals, also known as teacher logs or diaries, are effective tools as they provide “a place for teachers to experiment, criticize, doubt, express frustration, and raise questions” (Bailey, 1990, p. 218). Teachers can reflect upon what they do in the classroom, as well as how they do particular things, and why they do them the way they do. By regularly engaging in journal writing, teachers “become more aware of the teaching-learning process and see its strengths and weaknesses” (Cirocki & Farrell, 2017b, p. 10). Such reflective writing plays a pivotal role in professional development, both in initial teacher preparation and in-service training (Kabilan, 2007). As Girocki and Farrell (2017b) further note, reflective journals are also important because they engage teachers in a social activity, contributing to constructing educational discourse that is later shared with and used by other reflective practitioners. As reflective journals can be handwritten or kept online, it is advisable that teacher preferences be consulted in advance.

The second platform we recommend is peer observation. This type of reflecting on pedagogical practice is generally seen as a joint partnership or instructional collaboration between two (or more) practitioners who observe each other's teaching, provide constructive feedback and reflect collaboratively (Bell 2005; Bell & Mladenovic, 2015). Abundant empirical evidence (e.g., Hammersley-Fletche & Orsmond, 2006; Jones & Gallen, 2016; Sivan & Chan, 2009) shows that peer observation provides a dialogic space to reflect on and improve teaching. Additionally, teachers can establish more formal communities of reflective practitioners who share best practices or solve problems, whether pedagogical, empirical, administrative or political in nature (e.g., Fraga-Canadas, 2011; Gotto, Turnbull, Summers, & Blue-Banning, 2008; Kimble, Hildreth, & Bourdon, 2008). Within these communities, reflective practitioners can engage in activities that encourage them to: improve instructional practices, enhance commitment to teaching, develop self-efficacy/confidence, apply theory to practice, increase critical awareness of student learning experiences, affirm good teaching practice, enhance skills in giving and receiving feedback, develop collegiality, and model peer- and self-assessment for students.

Lesson study is another strategy we use to stimulate reflection. It is a teacher-driven and collaborative inquiry platform for studying curriculum, teaching and student learning (Akiba, Murata, Howard, & Wilkinson, 2019). It is a professional teacher learning community model which engages teachers in a structured or systemic cycle of planning, teaching and reflecting upon a lesson, and aims at understanding how to maximise students' learning opportunities and outcomes (Vescio, Ross, & Adams, 2008). A group of teachers work as a team to research and support student learning. More specifically, they identify a problem in class, plan a lesson to address the problem (e.g., designing age-appropriate instructional materials or peer assessment), deliver the lesson, and reflect upon it to evaluate its success. The role of reflective practice in lesson study is vital because by reflecting upon the enacted lesson, teachers can further envisage instruction in their own classroom, adjusting their assumptions about the teaching-learning

process. Lesson study also enables practitioners to experience a sense of ownership by implementing their own ideas.

Another way to engage teachers in critical reflection is action research: a structured and interactive process that “allows teachers to study their own classrooms ... in order to better understand them and improve their quality or effectiveness” (Mertler, 2012, p. 4). In other words, they are engaged in the process of asking questions about their classroom actions in order to learn from and improve upon them. The process of action research is cyclical, or spiraling, in nature, whereby practitioner researchers systematically:

1. develop a plan of action to improve what is already happening;
2. act to implement the plan;
3. observe the effects of action in the context in which it occurs; and
4. reflect on these effects as a basis for further planning and subsequent action, observation and reflection (Kemmis & McTaggart, 1988, p. 10).

In order for teachers to successfully undertake these four stages and situate them in their own classroom contexts, it is advisable that they familiarise themselves with the nine steps below and regard them as action research process guidelines.

THE PLANNING PHASE

1. Identify and limit the topic of inquiry
2. Gather information
3. Review the related literature
4. Develop a research plan

THE ACTING PHASE

5. Implement the plan and collect data
6. Analyse the data

THE DEVELOPING PHASE

7. Develop an action plan

THE REFLECTING PHASE

8. Share and communicate the results
9. Reflect on the process (Mertler, 2009, p. 30)

These guidelines are extremely useful because they usher practitioner researchers from the first to the last step in the action research process. It is important that teacher researchers be made aware that action research studies usually employ mixed methodologies, dictated by the research questions the individual projects investigate (Creswell & Tashakkori, 2007; McNiff & Whitehead, 2011; Parsons & Brown, 2002). This aspect makes action research similar to a lesson study

project, as discussed earlier. There are, however, differences. For example, lesson study projects are team-oriented, whereas action research can be conducted individually or collaboratively. Lesson study mainly centres on learners' needs and the successful achievement of learning outcomes, whereas action research allows for more open research questions and target groups, and is therefore not limited to investigating students' learning progress. They focus on all aspects of the school, including learning, teaching, school policies, students, teachers and parents (Hanfstingl, Abuja, Isak, Lechner, & Steigberger, 2018; Widodo, 2015).

Finally, English language practitioners can be encouraged to reflect on practice through the use of digital technologies. Recent research reveals that using digital photography (photovoice), video recording, personal blogs or Facebook provokes teachers to analyse classroom critical incidents from different angles, understand them better and find out why they occurred in a particular moment (e.g., Farrell, 2018; Kuswandono, 2014; Widodo & Ferdiansyah, 2018). Furthermore, these technologies prompt teachers to closely observe the dynamics of the classroom in action and replay particular critical incidents if need be (Sydnor, 2016). The latter leads to a deeper evidence-based analysis and is very often a catalyst for the creation of dissonance between what teachers recall from memory and what they see when examining the video closely. For example, documenting through digital photography enables teachers to respond to the following questions:

1. Which picture do you like most from your teaching activity?
2. What makes you like it?
3. What are you doing in the picture?
4. What was your rationale behind this activity?
5. How did you find the activity helpful for yourself or for your students?

Teachers can also engage in reflective practice via blogging (Killeavy & Moloney, 2010). Through blogging they can create digital communities where they share reflective entries. The purpose is to stimulate collective reflection where teachers verbalise their reflections, notice what is missing in their own and others' reflection processes and respond to each other's feedback (Tajeddin & Aghabazadeh, 2018). This makes digital technologies a powerful tool for teachers to engage in dialogic, critical and visual or video-based reflection, especially when reflecting on or for action.

There are many other ways in which teachers could be motivated to reflect on their pedagogical practice, but the scope of this section does not allow us to discuss them all. For more information, see Richards and Farrell (2005) and Cirocki and Farrell (2017a).

Transforming Pre- and In-service EFL Teachers into Reflective Practitioners

In the Indonesian context, the government as well as the universities offering teacher education programmes put an increased emphasis on reflection and reflective practice at schools. Nationally, the government encourages in-service teachers to engage in reflective practice through conducting classroom action research, engaging in lesson study endeavours and writing reflective journals. These specific methods contribute to teachers' professional growth because teachers are encouraged to not only assume the roles of classroom policy makers and curriculum designers, but also act as reflective practitioners who take responsibility for promoting high-quality learning among students (Widodo, 2016) and refine their teaching to ensure its effectiveness, attractiveness and currency.

At the local level, in-service EFL teachers are members of CPD groups. In these groups, they discuss and share best practices, solve classroom management issues, prepare detailed lesson plans and, less frequently, design action research projects. From time to time, these groups invite teacher educators to deliver CPD workshops. The workshops focus on different topics, depending on the teachers' needs, but, as our experience tells us, reflective practice appears to be their dominant element. Regarding pre-service teachers, Indonesian universities promote reflective practice in *Micro-teaching* and *Teaching Practicum* modules (Widodo & Ferdiansyah, 2018). In the former, student teachers plan, teach and evaluate lessons. After their lessons, they engage in reflective practice and peer assessment. It is common practice for teacher educators to provide pre-service teachers with specially designed observation worksheets for peer assessment as well as post-lesson reflection forms. Once these two stages have been completed, teacher educators provide feedback on teaching performances, highlighting strengths and weaknesses. In the *Teaching Practicum* module, reflecting is a top priority because pre-service teachers are expected to use reflection as a platform for learning to teach and for teaching to learn.

Since we are involved in promoting reflective practice among both pre-service (MA Education students) and in-service (secondary- and tertiary-level) teachers in Indonesia, it is time we demonstrated how we facilitate the process of transforming English language teachers into reflective practitioners. The journey is based on collaborative dialogue and action, as we believe teachers' professional learning best occurs within communities of practice, where both practitioners and teacher educators interact to "trace the inherent complexities that make up the sum of L2 teachers' learning and teaching experiences, and make visible what those experiences ultimately lead to [in a] transformative process" (Johnson, 2009, p. x). The workshops run in different periods of the school year; care is given, though, to organise them for quieter times so that practitioners who volunteer to participate can be fully committed.

The workshop activities we design vary. They are always tailored to the immediate needs of the teachers and mirror the four types of reflection we proposed above. Much as we would like to share all our activities with colleagues in the field, it is not possible due to space constraints in this article. Below, we display exemplars that encourage reflection-before-lesson, reflection-during-lesson, reflection-after-lesson and reflection-beyond-lesson. There are two activities for each type of reflection below.

Reflection-before-lesson

It is vital that teachers reflect on various aspects of their upcoming lessons to ensure that they are well planned, possible challenges are identified in advance and solutions to the identified problems are considered (Eby & Herrell, 2004; Griffiths, 2000). For example, Activity 1 encourages teachers to reflect before the class. The lesson focuses on teaching the "be + going to" structure embedded in the topic of "Holidays." Before the class, the teacher looks at the material on pages 44-45 in the pre-intermediate coursebook, reflects on how they could teach it, and then designs a plan for a student-centred lesson. The teacher is encouraged to make modifications to the original material rather than strictly follow the coursebook.

ACTIVITY 1	
Reflect on the following questions before the lesson and provide answers in the column below. Submit the activity to your mentor for review and pre-observation discussion.	
Questions	Answers
1. How many stages are there in your lesson? Can you justify the structure of your lesson?	
2. What are your aims for the individual stages? Are they clearly formulated in your lesson plan?	
3. How well do you know the content material? Do you anticipate any problems (e.g., grammar, vocabulary)?	
4. What kind of teaching strategies do you plan to use in your lesson? How do you know they are going to be effective?	
5. How do you plan to maximise your students' talking time?	

Activity 2 focuses on classroom management. The teacher is going to teach an advanced class and the focus of the lesson is developing speaking skills. The teacher decides on the theme of the class, and then designs four speaking activities. Then, the teacher reflects on grouping students and seating arrangements for each activity. Rationale for the decisions made and links to appropriate literature must be provided.

ACTIVITY 2	
Reflect on your next lesson and ensure that it promotes a variety of group work and seating arrangements. Design four activities that focus on developing speaking skills. Then, describe the activities, attach drawings of planned seating arrangements to the activities, and provide rationale for classroom management decisions made.	
Planned seating arrangements	Descriptions of activities and rationale for seating arrangements.
Activity 1	
Activity 2	
Activity 3	
Activity 4	

Reflection-during-lesson

These activities require that teachers imagine certain classroom situations, or critical incidents, and respond to them instantly, creatively and effectively. We promote such activities in workshops for several reasons. Firstly, we concur with Richards and Farrell (2011) that insufficient attention is given to analysing critical incidents during teacher education programmes. Secondly, dealing with such incidents requires considerable skill and experience. We therefore believe that providing teachers with critical incidents to analyse can raise awareness about their own classroom practices, as well as uncovering new understandings of these practices (Richards & Farrell, 2005). Additionally, the analysis of critical incidents is very likely to encourage teachers to review their established classroom routines and procedures, as well as pose critical questions about their teaching, beliefs, perceptions, values and self-efficacy (Farrell & Baecher, 2017). Activity 3 and Activity 4 are presented below.

ACTIVITY 3

You are teaching a group of intermediate students. You have asked them to bring their mobile phones to today's class as one of your aims is to promote mobile technology in teaching writing skills. You have just assigned a group activity (4 students per group) to your students. They are writing a blog using mobile phones. The blog is about planning a weekend trip for their group and negotiating the best itinerary in order not to exceed their budget of £1,000. While monitoring the class, you notice that some of your students use their phones for other purposes (e.g., texting friends, checking Facebook account, etc.). What is your reaction? What are you thinking of doing? What kind of decision are you going to make? How do you know that this decision is appropriate?

ACTIVITY 4

Suppose you are teaching a group of 30 students with mixed English language abilities. You have asked them to work in groups of five and discuss the topic *Go Green*. In the previous class, your students read an article titled *Go Green Movement*. One of your aims is to engage students actively in today's group discussion. It is important that the students make links to the text read last time. While you are monitoring the class, you realise that in one group, two students dominate and the other three have hardly any chance to express their opinions. In another group, you notice that one student is silent while the other four are enjoying the discussion.

Look at the questions below. Talk to your fellow teacher and tell them how you are going to go about the problems you are facing in your lesson.

1. What is your reaction to the two critical incidents: students' domination and silence?
2. How are you planning to solve these problems?
3. What particular strategies are you thinking of adopting to offer students equal opportunities to contribute to group discussions?
4. How do you know that the strategies you are going to adopt will work?

Reflection-after-lesson

Activity 5 requires teachers to work in pairs and reflect in writing. Teachers are asked to identify one of the most recent lessons they co-taught, and co-write a reflective report in which they: (1) reflect on their planning and teaching; (2) identify all deviations from their lesson plan, explain what happened and rationalise their decisions; (3) reflect on students' learning and engagement; (4) outline the lesson's strengths and weaknesses from their students' point of view; and (5) explain what they would change if they were going to teach their lessons again.

This activity encourages teachers to reflect holistically, considering the planning stage as well as lesson delivery. Additionally, teachers engage in collective reflection, which, shaped by social interaction and communicative discourse, contributes to constructing shared understandings and commitments to collective action (Ohlsson, 2013).

In Activity 6, teachers work in pairs and act out a role-play. Teacher A is an EFL teacher who has just finished a class. Teacher B is a school principal who wants to talk to Teacher A about the lesson. Both teachers receive cards describing their roles, familiarise themselves with their roles, and then act out the situation.

This activity prepares teachers for more formal situations at work. It familiarises them with interesting questions that occur during post-lesson conferences, which, our experience tells us, tend to be stressful and intimidating tick-box exercises rather than useful reflecting conversations.

ACTIVITY 5 Identify one of the most recent lessons you co-taught and co-write a reflective report. In the report, address the following five points: (1) reflect on your planning and teaching; (2) identify all deviations from your lesson plan, explain what happened and rationalise your decisions; (3) reflect on your students' learning; (4) outline the strengths and weaknesses of the lesson from the point of view of your students; and (5) explain what you would change if you were going to teach this lesson again. Once you have completed the report, approach another pair for feedback, and then respond to their comments.
POST-LESSON REFLECTIVE REPORT
Topic: Level: Aims:
1. Reflection on planning and teaching
2. Description of deviations from lesson plan and rationale for decisions made
3. Reflection on students' learning and engagement
4. Strengths and weaknesses of the lesson (students' perspective)
5. What would you change if you were going to teach this lesson again?
RESPONSE TO COMMENTS FROM TWO COLLEAGUES

ACTIVITY 6 You are going to work in pairs and act out a role play. Choose a partner and decide who is an EFL teacher who has just finished a class (card A) and who is a school principal who wants to talk to the EFL teacher about the class he/she has just finished (card B).	
EFL TEACHER	SCHOOL PRINCIPAL
<p>You are an EFL teacher who has just finished their class. Think of one of your most recent classes and describe it to the principal. You may want to think about the following:</p> <ol style="list-style-type: none"> 1. the topic 2. the language point taught 3. the language skills practised 4. the proficiency level 5. the aims of the lesson 6. (add your own idea) <p>After that, answer any questions the principal may have.</p>	<p>You are a school principal who is going to attend a post-lesson observation conference with one of your EFL teachers. Invite the teacher to briefly describe their lesson, and then move to the list of questions below.</p> <ol style="list-style-type: none"> 1. How happy are you about the lesson? What went well? What were the problems? Do you think you successfully addressed the problems? How did you solve them? 2. What did you find difficult about planning/teaching the lesson? 3. Did you achieve all your aims? 4. How did you encourage your students to participate in the lesson? Were you successful? 5. How creative were you while planning/teaching the lesson? 6. (add your own question) 7. (add your own question)

Reflection-beyond-lesson

Reflection-beyond-lesson requires a high level of criticality and leads to the exploration of, among other things, “the moral, political, and social issues that impact a teacher’s practice both inside and outside the classroom” (Farrell, 2015, p. 30). As a result, the two activities in this section encourage teachers to embed their practice in a wider context, where they make connections between their own teaching and theory, research, the current curriculum, language policy and technology-enhanced instruction.

ACTIVITY 7

Reflect on your recent teaching experience and look for innovations you integrated into your lessons. Choose the innovation that was most successful in your opinion and volunteer to talk about it during the next staff meeting. Before the meeting, consider the following questions:

1. What is the innovative aspect you want to present?
2. Why did you decide to use it in your teaching?
3. Can you relate this innovation to recent theory/research in TESOL?
4. Can you relate this innovation to the current curriculum and language policy?
5. What did you and your students find so interesting about the innovation?
6. To what extent do you agree that other English language teachers should integrate this innovation into their own teaching practice?
7. How do you think English language teachers, students and the school can benefit from implementing this innovation in English language classes?

ACTIVITY 8

Reflect on your recent technology-enhanced teaching experiences (e.g., TED talks, video blogs, mobile phones) and choose one lesson focusing on the development of listening and speaking skills. The in-class sessions have been video recorded, and for the out-of-class sessions, you have asked your students to video record their learning and keep reflective diaries. Based on these data, choose one lesson that went well, taking both your own and your students’ perspectives into account. Then, present one stage of the lesson and the technology aspect that contributed to its success to your colleagues in the teacher discussion forum. Before your presentation, think of the following questions:

1. What stage of the lesson would you like to present?
2. What aspect of educational technology do you plan to introduce?
3. Why did you decide to talk about this specific piece of equipment?
4. How do you plan to describe the equipment used and discuss its advantages and disadvantages?
5. Can you relate the technology used in the lesson to recent TESOL theory/research?
6. Can you relate the technology used in the lesson to the current curriculum and language policy?
7. What did you and your students like about the technology used in the lesson?
8. What can other English language teachers learn from your technology-enhanced teaching?
9. If you could teach the same class again, what would you do differently?

Conclusion

In this article, we have attempted to strengthen the links between theory and practice in relation to reflective teaching in the field of TESOL, as well as between the concept of reflective practice and CPD of EFL teachers in Indonesia. We have defined and operationalised the notion of reflective practice and described reflective practitioners. Additionally, we have explained when and how it is important for teachers to engage in critical reflection, and its benefits. The article also presents different platforms for teacher reflection to deepen their knowledge and encourage them to try new ways of reflecting on the teaching-learning process. The contribution concludes

with useful activities that help transform pre- and in-service EFL teachers into reflective practitioners. The purpose of sharing these activities here is twofold: to offer useful tools for promoting reflective practice in other teaching contexts, and to encourage educators from other teaching contexts to join the reflective practice debate and share their activities in a similar way, so that we – TESOL teacher educators – can all reflect on the currently available tools for reflection, and then collaboratively come up with new ideas. It is vital that we ensure that English language teachers systematically engage in different types of reflection; experience different levels of reflection; reflect on the teaching-learning process from diverse angles, using interesting tools; and construct their reflective identities in an enjoyable fashion.

This contribution would not be complete without a brief reflective comment on the outcomes of our workshops. Being reflective practitioners in every manner, we regularly collect detailed feedback from participants. Since we want them, as well as us, to reflect on the workshops from various perspectives, including design, delivery and impact of the workshops on the teachers themselves and their teaching practice, we employ a number of methods, some described in this article, to stimulate deep reflection. It is the critical reflection and constructive feedback from our participants, and either of us, that shape the ensuing editions of our workshops.

The last stage of each series of our workshops concludes with a reflective report that we later share with the participants. An excerpt from our most recent report reveals:

The participants were “very pleased with the workshops” (P3), specifically with the way they were “designed and delivered” (P11). The material presented was “thorough, rather complex, but very clearly explained” (P2). The amount of reflective practice offered during the workshops, as opposed to the theoretical input, “exceeded participants’ wildest dreams” (P5). The four “types of reflection were a real eye-opener” (P3) and definitely helped raise teachers’ awareness of the significance of “reflective practice ... which aims at developing the teacher’s capacity to grasp not only how students learn English, but also how best to teach them” (P16).

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