



The Impact of Online PD Programs on Reflective Thinking Levels of Secondary EFL Teachers

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Abstract

This study investigates the impact of online professional development (PD) programs on the reflective thinking levels of secondary EFL teachers in Indonesia. Despite having sufficient content knowledge, many EFL teachers lack confidence in using English in classroom settings. Reflective practice has been identified as a key strategy to improve both language proficiency and professional confidence. This research, employing a case study design, focused on a 10-week online PD program organized by a university educator in Indonesia. A purposive sample of 10 EFL teachers participated in semi-structured interviews to explore their engagement in reflective practices. The findings indicate that while some teachers struggled to participate in reflective activities due to overwhelming workloads, others engaged in reflection-on-action and reflection-for-action. These reflections addressed areas such as instructional strategies, course organization, classroom management, student motivation and readiness, teaching materials, teaching awareness, and self-efficacy in teaching English language skills. However, reflection-in-action was notably absent. The results underscore the critical role of structured guidance and support within professional development (PD) programs in fostering meaningful reflective practices among secondary EFL teachers and the need for PD facilitators to prioritize incorporating reflective components into program design, ensuring that teachers are equipped with clear frameworks and tools for reflection.

INTRODUCTION

One effective approach for teachers to recognize and address routine practices, which may help mitigate the risk of burnout, is through reflective teaching (Farrell, 2019). Reflective teaching involves educators pausing to critically evaluate and analyze their instructional practices, enabling them to derive meaningful insights and learn from their professional experiences. The advent of online technologies in education offers significant potential to facilitate personalized professional development (PD) opportunities, allowing teachers to engage in structured reflection on their teaching practices (Dede, Eisenkraft, Frumin, & Hartley, 2016; Yurkofsky et al., 2019). Professional development programs provide a systematic framework for guiding educators in identifying areas requiring reflection and improvement (Haug & Mork, 2021). However, fostering reflective practices among teachers is a multifaceted process that necessitates clear, well-designed instructional strategies to enhance their pedagogical approaches and support their professional growth (Bragg, Walsh, & Heyeres, 2021).

Research on reflective teaching has predominantly focused on teacher reflection activities conducted outside the context of professional development (PD) program instruction. For instance, Crandall (2000) demonstrated that reflective teaching empowers language teachers to critically examine common teaching routines and practices, leading to more informed and effective instructional strategies, as well as a deeper understanding of pedagogy. Other studies have highlighted the benefits of reflective teaching, such as fostering self-awareness (Fendler, 2019), enhancing problem-solving skills (Phan, 2009), and aiding in the recall of effective strategies for teaching practice (Zeichner & Liston, 1996). Conversely,



the absence of reflective practices can lead teachers to perpetuate ineffective instructional strategies, which may hinder students' development of critical thinking skills (Braun & Crumpler, 2004; Danvers, 2021). Despite the recognized importance of reflective teaching, research on teacher reflection within PD program frameworks remains limited. To facilitate critical reflection and assess whether PD programs achieve their intended objectives, it is essential to explore how the reflective components of such programs enable teachers to evaluate their classroom practices and foster professional growth. This study examines the types of reflection, the contexts of reflection, and the levels of reflective thinking exhibited by secondary EFL teachers with limited English proficiency during a tailored 10-week online PD program. The findings aim to provide insights into how EFL teachers perceive reflection as a tool for deriving meaning from their experiences and advancing their professional development over time.

LITERATURE REVIEW

Professional Development Program for EFL Teachers

Teaching English presents significant challenges for non-native English teachers, as it requires a complex combination of knowledge and skills (Day, Sammons, Gu, Kington, & Stobbart, 2009; Tardif, 1985). Effective English teaching necessitates the integration of multiple instructional objectives simultaneously, including content, language, and literacy development. To address the unique curricular and instructional challenges faced by EFL teachers, specifically tailored professional development (PD) programs are essential.

While some curricular planning models have been designed to assist EFL teachers in implementing comprehensive approaches to curriculum development and teaching, these models often lack accompanying PD initiatives. Such initiatives are critical in enabling novice, in-service, or experienced teachers to effectively adopt and implement these models. For instance, Cammarata and Tedick (2012) identified key challenges in aligning pedagogy with curricular planning frameworks. Their study, however, was limited to the design of curricular units and lessons and did not explore their implementation by teachers.

To address these gaps, it is imperative to provide long-term PD programs that engage teachers throughout the entire process—from initial exposure to integrated curricular frameworks to their practical application in classrooms. Such programs offer valuable insights into preparing professional educators to meet diverse curricular and pedagogical demands effectively.

Types of Reflection to Teacher Professional Development Programs

A reflection-oriented approach, as conceptualized by Abell and Bryan (1997), draws upon the foundational works of Dewey (1993) and Schön (1987), which define learning as a dynamic process of constructing knowledge through the framing and reframing of experiences. Reflectivity is widely recognized as a hallmark of effective language teachers and learners (Akbari, 2007; Kember et al., 2000) and is considered essential for enhancing teaching and learning outcomes (Gelder, 2005; Kember et al., 2000; Willingham, 2008). In the context of TESOL, Pennington (1992) identified reflective orientation as a means to (1) improve classroom processes and outcomes and (2) cultivate confident and self-motivated teachers and learners. This approach encourages educators to articulate their beliefs, values, and theories regarding English teaching and learning while providing experiences that enable them to clarify, challenge, and potentially transform their personal assumptions (Abell & Bryan, 1997).

Reflective teaching has been widely acknowledged as integral to teacher learning. According to Clarke and Hollingsworth (2002) and Yost, Setner, and Forlenza-Baily (2000), it offers teachers a deliberate and conscious opportunity to enhance their understanding and professional growth by critically analyzing their teaching practices. Danielson (2008) emphasizes that reflective practice encourages educators to

adopt a student-like perspective in examining their own teaching. Farrell (2018) identifies three distinct types of reflection: reflection-in-action, reflection-on-action, and reflection-for-action. Reflection-in-action occurs during the teaching process, where educators make immediate judgments and adjustments based on classroom observations. This type of reflection typically focuses on elements such as student motivation, teaching materials, and the effectiveness of the instructional process. Reflection-on-action involves critically analyzing lessons after they have been taught, often through reviewing teaching videos or written notes. Reflection-for-action focuses on planning future lessons and anticipating potential classroom scenarios to enhance teaching effectiveness. In the context of in-service teachers, collaborative reflection activities with peers engaging in similar teaching practices are particularly effective in achieving better outcomes.

To facilitate reflection, educators are often guided by structured and systematic approaches, such as collaborative discussions with colleagues who share similar questions about teaching practices (Robertson & Yiamouyiannis, 1996). TESOL teacher educators have proposed several effective methods for fostering reflective practices among in-service teachers, including journal writing, classroom observations, and group discussions. For instance, Bailey (1990) highlights the value of teaching journals as a medium for experimentation, critical questioning, and self-expression. Similarly, Ho and Richards (1993) argue that journal writing provides a reflective space for teachers to critically analyze their teaching practices. McDonough (1994) and Wellington (1991) further emphasize the significance of diaries in facilitating a cyclical process of thought and action based on professional experiences, an essential component of teacher training programs (Sparks-Langer & Colton, 1991).

Farrell (2015) asserts that reflective practices enable teachers to critically examine their instructional methods, make informed decisions, and improve teaching quality. Studies have shown that reflective educators employ more innovative teaching strategies (Messmann & Mulder, 2015), develop greater self-awareness (Farrell, 2013), and demonstrate higher levels of professional growth (Körkkö, Kyrö-Ämmälä, & Turunen, 2016).

Van Manen (1977) introduced a framework comprising three levels of reflective thinking: technical, practical, and critical reflection. Technical reflection focuses on evaluating the techniques employed to achieve teaching goals. Practical reflection involves drawing insights from teaching experiences to address challenges and develop solutions. Critical reflection encompasses both technical and practical levels while adopting a broader, analytical perspective. This includes consideration of socio-cultural factors such as religion, language, family structure, traditions, and customs. Critical reflection requires educators to integrate their knowledge with these contextual factors to achieve deeper professional insight and growth.

METHOD

Research Design

This study adopted a qualitative case study design to examine secondary English teachers' reflections on their language skills development and classroom practices within a tailor-made online professional development (PD) program. Conducted by a university educator in Indonesia, the 10-week program aimed to enhance teachers' English language proficiency, professional confidence, instructional quality, and teaching effectiveness in secondary schools. The program incorporated interactive online sessions led by native English tutors, mentorship from Indonesian lecturers, WhatsApp group discussions, and a range of online learning materials to provide authentic and immersive learning experiences.

Participants

The participants consisted of 100 English as a Foreign Language (EFL) teachers from 11 provinces in Indonesia, with diverse backgrounds in teaching experience and English proficiency. Of these, 47 teachers (15 males and 32 females, aged 20–50) successfully completed the program. Their teaching experience ranged from 5 to 34 years, covering junior and senior high school levels. From the 47 participants, 10 teachers (5 males and 5 females) were purposively selected for in-depth interviews based on their active engagement and reflective contributions during the program.

Procedure

The 10-week PD program followed a structured sequence of activities to enhance participants' skills in teaching English across four core areas: reading, listening, writing, and speaking. At the beginning of the program, the participants were organized into four cohorts of 20 teachers each. These cohorts were further divided into two larger groups—active groups and observer groups—to facilitate weekly live training sessions with a native English tutor. Each cohort alternated between active participation and observation every two weeks, ensuring that all teachers experienced both roles during the program.

Each week of the professional development program was carefully structured to target specific pedagogical skills, ensuring a comprehensive enhancement of the teachers' instructional competencies. During Weeks 1 and 2, the focus was on effective reading lessons. Participants were provided with instructional videos that demonstrated best practices for teaching reading. They completed reading-related tasks and participated in discussions with native English tutors via WhatsApp groups. Teachers in the active group were required to write detailed reflections on the materials and strategies learned, while those in the observer group did not engage in reflective activities. In Weeks 3 and 4, the program shifted to effective listening lessons. Teachers were tasked with analyzing videos that highlighted strategies for teaching listening, completing related assignments, and participating in live training sessions. As in previous weeks, active participants wrote reflections, while observers primarily observed the activities.

Weeks 5 and 6 emphasized effective writing lessons, particularly those tailored to job-related skills. The reflection and observation framework remained consistent, allowing teachers to critically evaluate writing pedagogy and its relevance to real-world applications. Weeks 7 and 8 explored effective speaking lessons, with a focus on genre-specific communication skills. Teachers alternated between writing reflections on their learning and observing peer discussions, fostering both active engagement and passive learning. Finally, Weeks 9 and 10 combined reading and listening skills, focusing on genre-based strategies. Participants reflected on how these strategies could be applied in classroom settings, providing a holistic understanding of integrated language teaching approaches. This structured weekly progression ensured a balanced development of the teachers' pedagogical expertise.

Data Collection

Data collection for this study utilized multiple sources to capture comprehensive insights into participants' reflective practices. First, participants maintained weekly reflection diaries, documenting their thoughts on instructional strategies, classroom management, and personal growth. These diaries served as a primary source of data, offering a detailed account of their learning experiences throughout the program. Second, semi-structured in-depth interviews were conducted with six purposively selected participants. These interviews provided deeper insights into individual reflective practices and allowed for a richer understanding of their engagement with the program. Finally, document analysis was performed on teachers' digital submissions and completed tasks, offering contextual evidence to triangulate and enhance the findings. The data collection process relied on accessible and widely used digital tools: WhatsApp facilitated group discussions, Zoom enabled remote interviews, and Google Forms was used

for submitting reflection diaries and tasks. This approach ensured the collection of diverse and well-rounded data.

Data Analysis

A thematic analysis approach was utilized to systematically interpret the data collected during the study. Reflection diaries and interview transcripts were meticulously transcribed and analyzed to uncover meaningful patterns. The analysis was guided by established frameworks, including Farrell's (2008) reflection types—reflection-in-action, reflection-on-action, and reflection-for-action—and Van Manen's (1977) levels of reflective thinking: technical, practical, and critical. The process began with open coding, where tentative categories were identified from the data. These categories were then reviewed, refined, and consolidated into overarching themes that provided insights into the participants' reflective practices. The themes addressed the types of reflections undertaken, the specific contexts in which reflections occurred, and the varying levels of reflective thinking demonstrated by the teachers. This comprehensive approach ensured a nuanced understanding of how reflective practices contributed to the participants' professional growth, capturing the depth and complexity of their engagement with the professional development program.

RESULTS AND DISCUSSION

This study delves into the reflective practices of EFL teachers participating in a tailored Online Professional Development (PD) Program, providing detailed insights into the types, contexts, and levels of reflection they engaged in. The program was designed to enhance teachers' pedagogical skills, language proficiency, and professional confidence, making their reflections a critical component of understanding the program's impact. The findings revealed varied reflection types—reflection-in-action, reflection-on-action, and reflection-for-action—each contributing uniquely to the teachers' learning process. Reflection contexts included instructional strategies, classroom management, teaching materials, and student engagement, offering a holistic view of the challenges and successes encountered. Furthermore, the levels of reflective thinking, categorized as technical, practical, and critical, illustrated the depth and complexity of their self-evaluation. By analyzing these dimensions, the study highlights how structured reflective practices within a PD program can support EFL teachers in identifying areas for growth, refining their teaching strategies, and achieving professional development. In this section, the main results regarding the type, the context, and the reflection level of EFL teachers are presented in detail.

The EFL Teachers' Participation in the PD program

This study revealed that while some teachers actively engaged in reflective practices, specifically reflection-on-action and reflection-for-action, others did not participate in these activities. Interviews indicated that teachers who did not write their reflection diaries shared a common challenge: a lack of time. Many cited overwhelming responsibilities at their schools or simultaneous participation in multiple professional development (PD) programs as barriers to completing weekly reflections. Although these teachers were enthusiastic about attending live sessions and valued the program's content, they found it difficult to allocate time for additional reflective tasks. They perceived attending live sessions as sufficient engagement and opted not to participate in supplementary activities. One participant noted that balancing multiple professional commitments made prioritizing weekly reflections nearly impossible, despite their interest in the program, *"I cannot complete my reflection diary because I had another training from the Education office regarding the implementation of the new curriculum so it was difficult for me to determine priorities for task work. But I followed the live session because I was eager to know the update*

English strategy". This highlights the importance of designing PD programs with flexible structures to accommodate teachers' busy schedules while encouraging deeper reflective engagement.

Teachers who completed their reflection diaries were those with fewer competing professional obligations. These teachers focused solely on their classroom responsibilities and were not involved in additional professional development (PD) programs, enabling them to allocate time for all program assignments, including reflection writing. One participant explained that the absence of other workshops or training during the three-month period allowed them to concentrate fully on the PD program tasks. This highlights that reduced external commitments played a key role in fostering deeper engagement with reflective practices, as participants had the capacity to thoughtfully analyze their learning and teaching experiences. This was conveyed by one of the participants,

"I did not have another workshop in these 3-months. That was why I was interested in joining this program".

Participants who completed reflection diaries reported that they critically analyzed their lessons after teaching, which aligns with the concept of reflection-on-action. They used this reflective process to evaluate their instructional strategies, identify potential barriers, and plan solutions for future teaching. Additionally, they engaged in reflection-for-action, preparing for upcoming lessons by anticipating challenges and considering strategies to address them. However, according to Farrell's (2019) framework, participants did not demonstrate reflection-in-action, as the program did not include activities requiring real-time reflection during teaching. This gap was highlighted by a participant who noted, *"I just said what I have done so far and what I will do after I get the material from the Tutor. I wrote my reflection according to the question directed by my mentor in the WhatsApp group."*

The findings suggest that teachers require motivation and clarity to fully commit to the reflective components of professional development (PD) programs. Some participants indicated a lack of understanding about the purpose of certain program activities, partly due to their concurrent involvement in multiple PD initiatives. As a result, they engaged with the program selectively, focusing on parts they deemed most relevant or manageable. To align teacher participation with the program's objectives, facilitators need to clearly communicate the purpose and benefits of each activity. Farrell (2019) emphasizes that teachers in PD programs are often not consulted about the relevance of procedures, which may lead them to perceive some tasks as unnecessary or time-consuming. Providing clear guidance and purpose can enhance teachers' engagement and ensure the program achieves its intended outcomes.

The EFL Teachers' Reflection Types

The research revealed that EFL teachers engaged in reflection-on-action across various English skill courses, showcasing different contexts and implementing all levels of reflective thinking: technical, practical, and critical. In their reflection diaries, teachers documented the instructional designs they applied in their classrooms (technical), the methods of implementation (practical), and their critical evaluations of the outcomes within diverse contexts (critical). In the listening sessions, teachers predominantly focused on technical reflective thinking, analyzing their instructional strategies. They compared the methods introduced during the course with those they employed in their actual classrooms. A participant stated, *"I thought I had done a similar activity in the listening section with my class, although it wasn't as complete as my mentor's lessons."* This reflection highlights teachers' awareness of their practices and their efforts to align them with effective teaching strategies learned during the program, contributing to their professional growth.

The EFL teachers also reflected their awareness about teaching practices such as their perspectives about students' learning role which included critical thinking reflection. A participant mentioned that:

"By following class with my mentor, I thought I should make a plan to do a listening class using a top-down approach. It was a rare activity in my school but I realized now that it was important."

The EFL teachers also reflected their self-efficacy in teaching listening such as their competence in listening skills (critical reflection). Maria (a pseudonym name) said that:

"I realized now, teaching listening is the most difficult material for me as I myself can't recognize the main idea of some complex texts while listening. Without knowing the script or reading the script, it's so hard to understand clearly about the ideas contained in the listening text".

The teacher also reflected about their classroom management (practical reflection) such as their students' readiness in learning listening skills, the course organization, and their teaching materials. Sujiono (a pseudonym name) said that

"I thought a lot about my materials, sources, tools and methods. Almost all of my students panic each time I hold a listening session in class, maybe because of their background and their vocabulary. So, I reflected on my last material and kept questioning myself, 'did I give abstract material so they did not grasp my material well?'".

In the reading sessions, the teacher did technical reflective type when they recall instructional designs as part of their pedagogical practice; they did practical reflective type when they recall their classroom management, subject content, the time allocation; and they did critical reflective type when they thought deeply about their self-efficacy, and their students' learning motivation. Safrun (a pseudonym name) said that he thought a lot about the subject content and the pedagogical practices and his course organization. He said that:

"Usually, I consider which English text suits the material and the students' level, my teaching planning starting from preparing curriculum, documents, learning materials, teaching method using whiteboards or pictures and the test. Sometimes I felt that I was given limited time but full 'packed' syllabus activities".

A participant also thought about her teaching materials whether it suited her students' actual lives (as the students' authentic material). She said that:

"Sometimes I try to find ones with illustrations, e.g.: the ones with pictures such as comics, memes".

A participant also reflected his self-efficacy in teaching reading. He said that:

"I don't think that these reading activities suit my class condition since my students are in the 7th grade, and they have no prior knowledge about English in elementary school. I had helped them understand the text, but most of them could not understand the text's meaning."

A participant also reflected her teaching motivation and her students' motivations in learning. She said that:

"Patience, that's the key to being a successful teacher. I also should understand my students' motivation and what made them enthusiastic in learning so usually I chose games and songs since they liked it so much".

In the speaking sessions, the teacher did technical reflective activity when they recall instructional design including pedagogical practice; they did practical reflective when they recall their classroom management, and the time allocation; and they did critical reflective when they thought deeply about their self-efficacy in teaching speaking. A teacher said that she thought a lot about her subject content and pedagogical practice. She said that

"I totally loved the way my mentor taught us. I particularly liked the concept of breaking down the news item into WH- questions. I rarely used it to identify the structure of the texts."

Another teacher said that

"During this year, I spoke actively in the teaching and learning process, or when I should encourage the students to speak, the step of learning, the response of it and the time allocated to finish all of them."

A teacher also mentioned his competence in choosing teaching speaking strategies which suit all students. He said that

"In speaking, we should provide a method which has a strong grammatical knowledge for all students. But, I don't know their learning style and their cognitive level. So, I was not sure that my method suited all of them".

Similarly, in the writing sessions, the teacher did technical reflective type when they recall instructional design including pedagogical practice; they did practical reflective activity when they recall the time allocation and the subject content; and they did critical reflective when they thought deeply about why some barriers occur during the teaching process. A teacher said that

"The weakness of my current teaching methods is that I didn't provide adequate sample texts to the students to follow in their writing tasks. I should have been more selective in finding material resources for my students which meet their writing level".

Another teacher also reflected the inadequate amount of time to give all of the materials. She said that:

"Step by step, more time, and more exercise. I can use any material to help them but the limitation of time makes me skip two or more stages. So that why my students need an extra time to write"

This research showed that when the teacher did reflection on action, they reflected several contexts which were instructional strategy including the pedagogy practice, the course organization, their classroom management included the time allocation, their students' readiness in learning English, the teaching materials including the teaching sources and the subject content, their students learning motivation, the teachers' awareness about the teaching practices, and their self- efficacy in teaching each English skill. The opportunity to do reflection allowed teachers to know what they had done and why they were doing it. It is in line with Farrell (2018) who explained that encouraging language teachers to reflect on what they do and why they do it could lead to their professional growth so the teacher could become more effective language teachers. This activity led the teacher to evaluate what stage they were at in their professional growth by knowing their reflective thinking levels.

The opportunity to do reflection encouraged the teacher to critically examine their values, assumptions, and strategies that underline their behavior and then take the data as a basis for self-evaluation. It raised the teacher's awareness of the need for change as Pennington (1990) and Richard (1995) elucidated that teacher change and development require an awareness of a need to change, and critical thinking can help teachers move from routine to a level where their actions are guided by conducting reflection and critical thinking.

The Context of Teachers' Reflection for Action

This study revealed that the contexts of EFL teachers' reflection-for-action varied across different English skills courses. In engaging with reflection-for-action, teachers focused on preparing for lessons, anticipating potential challenges during the learning process, and identifying barriers that might arise, along with strategies to address them. These reflections encompassed all levels of reflective thinking: technical, practical, and critical.

In the listening sessions, teachers demonstrated technical reflection when considering the instructional designs, they intended to implement. Practical reflection was evident as they contemplated course organization and the preparation of teaching facilities. Critical reflection emerged when they analyzed potential barriers to implementing new teaching techniques and devised solutions.

After receiving listening materials from tutors, most teachers expressed their intention to replicate the content in their classes. However, others planned adaptations due to differences in available resources. For example, a teacher explained that despite inadequate teaching facilities at his school, he would implement the pedagogy introduced by the tutor by utilizing alternative tools to conduct the learning activities effectively. This highlights how reflection-for-action enabled teachers to anticipate challenges and strategize contextually appropriate solutions to enhance their instructional practices. He said that:

"There is no language Laboratorium in the school where I teach English. But it is not a big problem. I can buy portable audio for listening class so I can improve listening skills for my students just like my tutor did".

For those who had adequate teaching facilities, they said that they would implement the pedagogy introduced by the tutors using the authentic material. Other teacher Lisa said that:

"I will search for as many as authentic listening materials. I will also use some English songs which are suitable for my students' vocabulary level".

In the reading sessions, teachers engaged in multiple levels of reflective thinking to enhance their instructional practices. Technical reflection was demonstrated as teachers considered the instructional designs they planned to implement in their classrooms. Practical reflection occurred when they evaluated the course organization, particularly the time required to effectively apply new techniques. Critical reflection was evident as they thoughtfully analyzed potential barriers to implementing these techniques and devised strategies to address them. One teacher highlighted their intention to replicate the activities modeled by the tutors, emphasizing the importance of managing time effectively to ensure successful implementation. This reflection underscores the teachers' awareness of the practical challenges involved in adopting new pedagogical approaches and their proactive efforts to align instructional strategies with classroom realities. By reflecting at technical, practical, and critical levels, teachers were able to critically assess and adapt their teaching methods to improve the effectiveness of their reading instruction. He said that:

"I will maximize the use of technology provided by school, I will use the facility the same way as my tutor did in his presentation. For example, to expose students to more authentic and interesting text, I will search texts from social media such as Facebook and Instagram where there are a lot of real-life high-quality photos, pictures and info graphics. I also will lead my students to read articles from the internet in 15 minutes before the bell for the first lesson rings".

In the speaking sessions, teachers engaged in various levels of reflective thinking to refine their instructional practices. Technical reflection was evident as teachers considered the instructional designs they intended to implement. Practical reflection occurred when they deliberated on the steps required to execute these instructional designs effectively in the classroom. Critical reflection emerged as teachers deeply analyzed potential barriers to applying new teaching techniques and explored solutions to overcome these challenges.

A significant focus of these reflections was on the role of students in the learning process. For instance, one teacher emphasized the importance of collaborative learning, noting that they planned to utilize a "think-pair-share" approach. This strategy involved pairing students to discuss and share ideas, fostering critical thinking and meaningful interaction. The teacher reflected on how this method could encourage active participation and build a more democratic learning environment where students are empowered to contribute and articulate their thoughts. These reflections highlight the teachers' efforts to create student-centered speaking activities, addressing both pedagogical and practical considerations to improve classroom engagement and effectiveness. Through technical, practical, and critical reflections, the

teachers were able to thoughtfully adapt their strategies to align with their students' needs and classroom dynamics. A teacher said that:

"I will implement the teaching model introduced by my tutor also. Think pair Share is chosen because it has some advantages for learning speaking, so I will give time for the students to think about a problem/topic, ask the students to do oral communication through critical thinking and meaningful interaction, promote students become subject of learning, and build the democratic situation where the students are free to suggest and give their argumentation."

In the writing sessions, teachers engaged in multiple levels of reflective thinking to enhance their instructional practices. Technical reflection involved considering the instructional designs they planned to implement in their classrooms. Practical reflection focused on the steps and methods required to effectively carry out these instructional designs. Critical reflection was demonstrated when teachers deeply analyzed potential barriers, particularly related to course content, and devised strategies to address these challenges. One teacher reflected on the strategies introduced by the tutor, carefully evaluating their suitability for her students. She selected an approach that aligned with her students' skill levels and classroom context, demonstrating a thoughtful application of the concepts learned. This reflection underscores the importance of adapting instructional methods to meet the specific needs of students while addressing potential obstacles in implementation. By engaging in technical, practical, and critical reflections, teachers were able to critically assess the appropriateness of their teaching strategies, ensure effective delivery, and proactively resolve challenges. This reflective process not only enhanced the teachers' professional growth but also improved the relevance and impact of writing instruction in their classrooms. The teacher said that:

"I will implement collaborative writing and guided writing strategies. They are the best way to teach students with different levels of skills. By collaborative writing, students can work together and help each other to improve their ability in writing. Guided writing can help students to create writing with a good structure of writing. I will use mind mapping tools also to guide the students in arranging their word for their writing"

The findings of this research indicate that long-term professional development (PD) programs with opportunities for practical implementation significantly enhance teachers' knowledge of English teaching techniques across all language skills. This aligns with Cammarata and Tedick's (2012) assertion that extended PD experiences enable teachers to transition from initial exposure to curricular and pedagogical frameworks to their actual application in classroom settings. The presence of a tutor as a role model played a crucial role in this process, offering teachers a clearer understanding of how to effectively implement strategies and address potential challenges during instruction. Such guidance provided teachers with practical insights into strategy execution and problem-solving in real-world teaching contexts.

The reflective practices embedded in the PD program further contributed to the improvement of teaching skills and content knowledge. Reflection-for-action, in particular, allowed teachers to anticipate challenges and refine their approaches. This reflective process enabled PD facilitators to assess whether teachers' thinking aligned with program objectives and identify areas needing further support, as emphasized by Ahmad and Miolo (2021). Reflection sessions provided valuable feedback on teachers' developmental stages and their progress toward achieving expected outcomes.

In the context of pedagogical practices, observing and reflecting on tutors' strategies provided teachers with detailed insights into what methods to adopt, how to implement them, and how to mitigate potential barriers. According to Farrell (2019), such reflective practices during training or workshops help teachers move beyond routine strategies, fostering a deeper and more nuanced understanding of their

teaching. This iterative process of reflection cultivates a more complex and comprehensive schema for instructional practices, ultimately enhancing teaching effectiveness and professional growth.

CONCLUSION, SUGGESTIONS AND IMPLICATION

This study explored how opportunities for reflection within a professional development (PD) program enabled facilitators to identify the types, contexts, and levels of reflection associated with participants' professional growth. The reflective process encouraged teachers to critically evaluate their classroom practices, facilitating a transition from routine teaching strategies to more effective methodologies. The findings revealed that teachers who were better informed about their teaching practices demonstrated greater capability in identifying and adjusting areas for improvement. This awareness stemmed from their understanding of their developmental stage within the continuum of professional growth.

Over the course of the three-month PD program, teachers primarily reflected on their pedagogical practices to determine the effectiveness of their teaching methods. The presence of mentors significantly influenced teachers' perspectives, as mentors provided practical demonstrations of effective teaching strategies, which reshaped the participants' understanding of effective English teaching. Reflection-on-action and reflection-for-action were particularly impactful, as these practices enabled teachers to critically examine their assumptions, values, and strategies, thereby fostering self-evaluation and professional development.

The study acknowledges certain limitations. First, it focused only on reflection-on-action and reflection-for-action, as reflection-in-action, which occurs during teaching practice, was not observed. Second, the study did not evaluate lesson plans or their future implementation due to the absence of program sessions dedicated to strategy application or peer observations. Future research should explore all types of reflection, analyze lesson plan designs, and observe actual classroom implementations to provide a more comprehensive understanding of teacher development. Despite these limitations, the study emphasizes the importance of reflective practices in enhancing teachers' professional growth. Encouraging reflection enables educators to assess their current stage of development, refine their teaching practices, and cultivate greater self-awareness in their professional journey.

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