Reflective Practices: its Contributions for Initial Pre-Service Teachers and in-Service Teachers' Professional Development

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Abstract

This article deals with the notion of reflective practice (RP) and how it may contribute to the professional development in teacher education programs, especially for pre-service teachers and in-service teachers within the context of Indonesia. It aims to explore and explain the stance and features of RP and how it can serve to help both pre-service and in-service teachers improve their teaching quality and develop their teaching professionalism, especially those involved in English language teaching (ELT). This article examines the feasibility of this concept to be applied in Indonesian pedagogical contexts. Being widely accepted as an empowering teaching mode practice in most parts of the world, this RP plays a central role in triggering teachers' professional development, leading the teachers to be self-learning, autonomous learning, self-evaluating, and problem-solving-oriented practitioners. The research method used in this article is library research, through which the standpoint and characteristics of RP are explored and disclosed, and RP's potential can be maximized systematically. This library research method is realized based on the five research problems posed in this article. The same data on RP were extracted from research articles and textbooks on RP. The main findings suggest such aspects as the conceptualization of RP, defining features of RP practitioners, benefits teachers can gain from RP, and potential contributions of RP for both pre-service and in-service teachers' teaching competence and continual professional development. Hence, this RP article potentially provides a meaningful paradigm for language teachers and enriches their pedagogical repertoire. Thus, this article brings about two important notes. First, it *theoretically* portrays how RP can meaningfully affect the efficacy of ELT practice in Indonesia. Secondly, it fundamentally sets out RP conceptualization as the basis for professional teaching practice through continuous learning and development. That is, learning to develop through a critical self-evaluation of teachers' teaching practice.

Keywords: In-Service Teachers; Pre-Service Teachers; Reflective Practice; Teacher Professional Development

INTRODUCTION

Disseminating education can take different modes and models. What to do and how to do it can be very personal and demanding, depending on many different factors. All education practitioners have a shared belief that a good education is primarily characterized by good teaching, as good teaching will logically affect good learning. To be capable of teaching well does not take an overnight effort. This will take a lifetime teaching career as what seems to be good today might not be good tomorrow, or what works in one classroom can malfunction in another school. To have a fitting teaching

approach and technique in the classes they teach, they should first attend to their students' needs based on which they construct and reconstruct their modes of instruction.

The notion of reflective teaching was firstly coined by a progressive American educational philosopher, John Dewey, who shares beliefs that reflection stems from the *will* to solve a problem and involves 'the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it' (Akbari, 2007). A reflective teacher, accordingly, is the one who critically examines his practices, comes up with some ideas as to how to improve his performance to enhance students' learning, and puts those ideas into practice (ibid.). It can be inferred, then, that RP is a kind of a professional development device.

The key figure in RP, Donald Schon, argues that 'to create the knowledge which is of value to (us) in informing action' we should reflect on the implicit understandings which have guided our actions to date and 'criticize, restructure and re-apply that understanding' (Postlethwaite, 1999). This suggests that teaching practitioners can generate new knowledge, a new technique, or a new approach that gives meaning to our teaching. Making a change is the true meaning of education, and RP can mediate the change and transform it into real professional development in the domain of language teacher education.

For teachers to better understand the reflective practice and engage systematically in it, they need active encouragement (Farrell, 2018), especially from other teacher educators who have been actively engaged in the RP. By engaging actively in reflective practice, teachers potentially get helped to apply theory to approach, which leads to improved classroom practice and enables practitioners to grow professionally by learning from classroom-related experiences (Cirocki & Farrell, 2017a). This is called learning and growing from within, from the circumstances occurring in the classroom activities. It helps teachers to be self-critical and independent learners.

Indonesian ELT practitioners have practiced such a model of self-learning and development. Indonesian ELT practitioners did perform RP in the form of the adjustment and modification of their teaching materials, their teaching approach, and the search for ways to stimulate their students to practice their English (Ahsanu, Purwati & Wardani, 2020). Undoubtedly, all these aspects are critical to improve and develop the quality and efficacy of classroom teaching and learning.

The teaching mode re-formulation should have resulted from critical class evaluation. The classroom teaching assessment can take many forms, and one of which a

practitioner can take individually or collaboratively is so-called reflective practice (RP). RP is action or performance: it is teaching shaped and informed by the outcomes of reflection (Kiely, 2013). When taken seriously and thoroughly, RP can 'provide us with powerful tools for advancing what we do in education, and our thinking about that enterprise' (Postlethwaite, 1999). This implies an inherent belief that RP can be the right way and the right choice for educational development, professional teaching development, and by-product for students learning achievement.

Research Problems

As briefly sketched in the introduction as well as in the abstract, this article is aimed to explore possible answers to several theoretical problems which are deemed to connect with the very values of RP and it what ways it might contribute to the improvement of the teaching practice of both pre-service and in-service teachers. Accordingly, this article is projected to disclose RP's core ideas and features, the prerequisites to become reflective teachers, the procedures for conducting RP, the benefits of RP for language teachers, the contributions of RP for both pre-service teachers' initial training and in-service teachers professional development. Each is spelled out successively in the following sections.

METHODS

The method used in this article is library research, where the main sources of all discussion were taken from the existing literature on the given topic, and the mode of its presentation is descriptive explanatory. The theoretical solutions posed in this article could have been implemented in a range of the following phases:

In the first phase, RP's core ideas and features could have been introduced in the teacher training programs as core courses or advanced courses before they graduate from their training. Such reflective horizons could also have been given to in-service teachers as their school development programs serving as their enrichment activities. In the second phase, both pre-service and in-service teachers could have been informed systematically (through a fixed training schedule) in terms of the prerequisites to become reflective teachers. They should be well informed that being reflective practitioners was not like an overnight activity. It needs time, energy, effort, and commitment to professional and excellent teaching services. It takes a lifetime of learning and development. In the third phase, both pre-service and in-service teachers could have joined systematic scaffolding programs. Teacher educators showcase and exemplify the technical and practical

procedures on how RP should be realized. This could have taken a repeat and regular practice for them to get familiar with RP practice.

The next phase deals with the reinforcement and strengthening of the benefits language teachers could have gained when putting RP into their teaching practice as a circular routine. The participants should be fully aware that RP could pave their ways to be imaginative, creative, and innovative pedagogies. In the last phase, both pre-service and in-service teachers could have been couched and counseled on the potential contributions of RP for both pre-service teachers' initial training and in-service teachers' professional development. They should have been nurtured that they would have sharpened their critical thinking and critical self-evaluation through RP. They should be constantly involved in a healthy discussion that practicing RP is a path forward for their teaching professional development.

The implementation time could have been adjusted (formally) with the training schedules in some related courses (for pre-service teachers) and teaching schedules or schools' supervision programs (for in-service teachers). Non-formal schedules could also have been arranged based on the teachers' availability. The participants of this RP program in this program could have been, but not limited to, both pre-service teachers and in-service teachers. School academic and administrative staff could also have become potential participants as RP can be practiced in any area as long as it aims to develop and improve practice.

RESULTS

The core ideas and features of RP

The proposition in reflective teaching indicates the importance of teachers reflecting systematically upon their working contexts, resources, and actions and applying what they learned from a reflection in their everyday and long-term decision making (Burton, 2009). In Dewey's stance, reflective teaching involved being constantly alert to the circumstances of education and the implications of issues arising during teaching (ibid.). This view implies that teachers take ownership of all responsibility and consequences of all facets of their teaching. Burton (2009) mentioned that whichever levels describe teacher-learning processes, in reality, reflection is something that all people do to greater or lesser extents.

In terms of professional development, reflective practice is defined as a disposition to inquiry incorporating the process through which teachers structure or restructure

actions, beliefs, knowledge, and theories that inform teaching for professional development (Zwozdiak-Myers, 2011). This carries the ideas that an experienced teacher is supposed to be an active agent to evaluate and analyze his teaching practices critically in an attempt to seek a better way of teaching and looking into his or her students' learning progress based on any set norms, values and standards within his or her institution. Most of the definitions contain two main stances of reflective teaching, emphasizing reflection only on classroom actions, while the other includes reflections on matters outside the classroom (Farrell, 2007). Cruickshank and Applegate (1981; in Farrell, 2007) have characterized this reflection as a process that 'helps teachers think about what happened, why it happened, and what else could have been done to reach their goals.' Zwozdiak-Myers (2011) adds that reflective practice as a process embraces numerous concepts, particularly concerning the nature of the reflective activity and its translation into professional practice.

Prerequisites of being reflective teachers

Fay (1987) identifies certain qualities of mind necessary to reflection: openness, curiosity, wilfulness or commitment, and intelligence (Johns, 2009). Johns maintains that these qualities of mind are significant to counter the more negative thoughts associated with defensiveness, habit, resistance, laziness, stress, and other adjectives. Substantially, Dewey (1933, 1938) quoted in Burton (2009) spotted three vital teaching qualities: teachers should listen to all points of view (open-mindedness), be alert to all the consequences (responsibility), and have these qualities at the core of their being and actions (wholeheartedness). Thus, a teacher should be able to give answers to the retrospective question: am I an open-minded, responsible, and wholehearted teacher?

Zwozdiak-Myers (2011) further spell out that, ideally, a reflective teacher should be able to 'describe and analyze the structural features of an educational situation, issue, or problem—problem definition; gather and evaluate information as to the possible sources of the dilemma under consideration and to generate multiple alternative solutions and potential implications—means/ends analysis; and, integrate all of the information into a conclusion about or solution for the problem identified generalization'. In this sense, a reflective teacher is like a classroom researcher or teacher-researcher who is alert and sensitive to classroom problems and has the knowledge and skills to resolve the issues academically in the best interests of their own and their students.

Farrell (2013) comments that reflective practice means that teachers must subject their own beliefs of teaching and learn to critical examination by articulating these beliefs and comparing these beliefs to their actual classroom practices to see any contradictions between underlying practice beliefs. Reflective teachers (Janssen, 1999) see what they do from as many angles as possible and translate insights into active change and solve new problems through self-evaluation (Mathew, 2012), and later makes informed decisions about their practice which implies a dynamic way of being in the classroom (Farrell, 2013).

Benefits of RP for language practitioners

Every practitioner should be very confirmed about good and bad teaching (not mere preconceptions) and know exactly what he or she can gain by practicing reflection. Teachers' time is too valuable to spend just to think about nothing meaningful. Farrell (2007, p. 5) outlined seven benefits teachers can have from RP. Firstly, RP frees the teacher from routine and impulsive action. Secondly, it helps teachers become more confident in their actions and decisions. Third, it provides information for teachers to make informed decisions. Fourth, it helps teachers to critically reflect on all aspects of their work. Fifth, it helps teachers to develop strategies for intervention and change. Sixth, it recognizes teachers as professionals. Lastly, it is a cathartic experience for practicing (and novice) teachers.

Reflectively, a teacher needs time to think over what has happened and what should happen in the teaching-learning process. Serafini (2002) maintains that a critical self-reflection of the teaching-learning process by self-questioning the classroom procedures can bring about effective classroom management changes (Mathew, 2012). RP is not without meaning and values. If done regularly and adequately, practitioners can indulge the development of their professionalism in language teaching.

Procedures of conducting RP

Teachers can take many different modes to practice reflection. However, a reflective teacher will keep asking himself or herself regarding his or her status as a teacher. Palmer (1998), quoted in Farrell (2007), urges that all teachers, regardless of the subject matter they teach to "ask the who" question—who is the self that teaches? In addition, Johnson and Golombek (2002) maintain that language teachers can also make sense of their

experiences by telling their stories of their professional development 'within their own professional worlds' (Farrell, 2007). Simply, it is like fact-finding activities of the self.

In RP, there are phases to follow. Bound et al. (1985), quoted in Zwozdiak-Myers (2011) mentioned four steps in RP including. The first is *Association*, relating new data to that which is already known, making links between feelings and ideas about teaching. Secondly, it is *Integration*, which is seeking relationships among the data, making sense of associations in some way. The next is *Validation*, determining the authenticity of the ideas and feelings which have resulted, trying out new ways of viewing and understanding teaching. The last step is *Appropriation*, making knowledge one's own by taking ownership of new insights and learning to inform instruction.

Accordingly, the type of reflection a reflective teacher can be either reflection-on-action or reflection-for-action due to linking the teaching experience to new insights about performing teaching. Engaging effectively in this process (Bloom, 1956) requires developing specific skills such as keen observation, logical reasoning, analysis, synthesis, and evaluation (Zwozdiak-Myers, 2011).

Integrating RP within the education of language teachers

Reflection can be immersed into the teacher education curriculum in three associated ways (Kiely, 2013). Number one is at an early stage of a professional training or development program, where there is a need to unpack the apprenticeship of observation (Lortie 1975; Borg 2004 in Kiely, 2013). According to Kiely, the context of reflection here is that the beliefs and assumptions are already in place. Lortie (1975) in Kiely (2013) elucidates that students observing teachers in classrooms for thousands of hours before they become teachers establish well-defined but implicit notions of what the teacher should do. Kiely perceived this as a one-sided and simplistic notions. In this phase, teachers are not supposed to be the change agents of their profession, but simply the proportional doers of their growing passion and feel pride in it while sensing some drawbacks in their practice.

Next, the reflection can be tailored in micro-teaching and teaching practice contexts, where the evaluation process can be infused with reflection (Kiely, 2013). Kiely explains that this context of reflection is typical of pre-service programs and has a role in in-service programs. The reason for this is that experienced teachers having workshops, for instance, have opportunities to exemplify a new technique that new teachers in their classroom

practice can adapt, or having an input session in which new or pre-service teachers commit to trying something out in their classrooms, using their preferred teaching style (Kiely, 2013). This stage represents a bit of independence with a certain degree of guided practice especially in the areas they lack some technical experience.

The last spot is in the professional development for experienced teachers, where the context of reflection maybe through the construction or collection of data from practice, which facilitates learning from actual practice (Kiely, 2013). In such context, Kiely further espouses that the teacher takes the lead, deciding what to focus on to improve learning opportunities and deciding on the kind of data and other information, enhancing understanding and analyses, leading to improvement. This phase is mainly for any seasoned teachers who have gone through the previous two sessions and have been engaged in the profession for quite a while, and can perform self-performance analysis. Based on it, they commit transformative teaching in a repeat or cyclic mode.

RP's contributions to initial training of pre-service teachers

RP, thus far, is considered instrumental for the continuing professionalization of in-service teachers. Watzke (2007), cited in Uzum et al. (2014), focused on the connections in-service teachers made between theory and practice through reflective thinking. He concluded that teachers' professional development continues over an extended period. Teacher education programs should adopt a developmental model "that includes in-service teaching as a primary component of professional development." Based on his research finding, Payant (2014) concluded that pre-service teachers reflect productively on their linguistic abilities and developing teacher identities. They attempt to connect theoretical knowledge and practical applications of this knowledge to learn about pedagogy.

The type of reflection pre-service teachers mostly need in their initial training is reflection-in-action. In education, reflecting-in-action is about teachers' spontaneous decisions in response to unexpected classroom events, making instructional decisions on their feet, and modifying their lesson following the incident (Uzum et al., 2014). When reflecting-in-action, teachers rely on previously accumulated pedagogical knowledge. For novice teachers, this is problematic because they have limited knowledge and experience with the complexities of the job (Farrell, 2007, 2008; quoted in Uzum et al., 2014). Therefore, in the education of pre-service teachers, reflecting-in-and-on critical incidents often constitute opportunities for professional growth (Farrell, 2013 in Uzum et al., 2014).

RP's contribution to in-service teachers' professional development

Professional teachers are those who are not complacent but those who keep upgrading their skills and competence. Reflective practice can be a good option for teachers' further professional development. Stenhouse (1975), quoted in Zwozdiak-Myers (2011), claims that the great hallmark of extended professionals is their capacity and commitment to engage in autonomous self-development through systematic self-study. According to Farrell's (2007) conception, reflective teaching shares the common goal of improving instruction. It allows teachers to change their awareness of their current practices to articulate their current practices. In the same vein, Pennington (1992), quoted in Farrell (2007), proposed a general reflective/developmental orientation for language teachers "to improve classroom processes and outcomes and develop confident, self-motivated teachers and learners".

However, a reflective language teaching that can lead to improved teaching is when teachers can systematically reflect on their teaching so they take more responsibility for the actions they take in their classrooms (Wallace 1996 quoted in Farrell, 2007). Richards and Lockhart (1994) supported this by emphasizing that teachers should 'collect data about their teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching' (ibid.). Similarly, Richards (1990) cited in Farrell (ibid.) maintains that such type of self-inquiry and critical thinking can 'help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking.

What is necessary for developing professional knowledge, Schon (1983; 1987) argues, is when the tacit knowledge is reformulated into relevant knowledge, which can be gained from years of experience and practice through a process of reflection (Hyacinth & Mann, 2014). For Schon, reflective practice is a dialogue of thinking and doing through which professionals become more skilled (1987 quoted in Hyacinth & Mann, 2014). How we do this, according to Schon, is by thinking up and trying out new actions intended to explore the newly observed phenomena, test our tentative understandings of them, or affirm the moves we have invented to change things for the better. Thus, with ample resources, a well-defined critical reflective practice can improve the quality of teaching, leading to improvements in the teaching-learning process.

To be able to reflect on their teaching practice, teachers need in the first place to be self-critical individuals who are capable of viewing, say, a classroom problem from different angles. This suggests that critical reflective teachers are the ones who can bring up multiple perspectives on a single case. This is deemed salient since critical reflection constitutes a significant part of professional development for pre-and in-service English language teachers (Farrell, 2018; Cirocki & Widodo, 2019). Therefore, reflective practice is widely regarded as a pivotal role in teacher learning and professional development (Cirocki & Farrell, 2017b) because it allows teachers to self-assess their teaching knowledge (Widodo, 2018; Widodo & Ferdiansyah, 2018).

DISCUSSION

Based on the library research results, it can be postulated that RP activities, especially related to classroom circumstances, are of high importance to teachers, particularly ELT teachers. Yet, in such doing, it is suggested that the RP is to be done in a systematic manner (Cf. Dewey, 1933 in Burton 2009, 298). It should be born in mind that the practice of RP is unique to every teacher's working context. In other words, teachers are supposed to reflect on their actions, on their teaching-learning occurrences, and gleaned the lessons from the reflection to become the prime sources of their decision-making for their future actions or teaching activities. It is also recommended that teachers make their reflective activities a continual routine to improve their teaching. In this sense, teachers should employ their 'four eyes' to critically watch and observe the practice of their class to find out what works well and what does not. This reflective act implies that the teachers showcase their ownership of their class and responsible for its success.

As Burton (2009) mentioned, all teachers, to a certain degree, are reflective individuals unconsciously or unconsciously. Yet, teachers need to make this assumed meta practice a visual, systematic, and measurable approach in their classroom to become more countable. RP's course is beneficial for their classes and their students' learning, but it, directly and indirectly, impacts teachers' professional development. Through appropriate conduct of RP, from Zwozdiak-Myers' (2010) standpoint, teachers normally will do retrospect their actions. Accordingly, they will shape and reshape their actions, beliefs, assumptions, knowledge, and theories that re-inform their teaching for the sake of professional development. Through repeated practice of RP, teachers can become active agents of change in remote contexts. This is a way forward for their professional development as they are triggered to evaluate and critically analyze their teaching practices

to seek a better way of seeing and judging things, which can positively impact their teaching. The utmost end of RP practice is the formulation of the answer to the evaluative query: what can we do better about our class?

The general question is: is it tough to realize RP in our daily teaching practice? The safe answer is it depends, depending on the teachers themselves. As indicated in this research results, RP's theoretical experts suggest some underpinning aspects to be upheld by teachers if they wish to be professional RP practitioners. Teachers have to have at least four main requirements before committing RP (Johns 2009). They include openness, curiosity, commitment, and intelligence. Hence, teachers have to be open-minded people in the first place, being open to any possibilities, different ideas, critical input, and even auto-criticism. They need to set their positive mindset to other views to have rich data to help them come to more firm decision-making. Besides, teachers also need to demonstrate their curiosity about their students, their students' learning progress, existing knowledge and information, and anything relevant beyond their classroom practice. Teachers should show that they are always eager to learn and know much more. They need to update their current level of the horizon. Then, teachers are not only committed to learning but, more importantly, committed to action. Teachers need to practice the new ideas they have acquired or learned from other people and sources to meet their students' needs.

Most importantly, teachers need to orchestrate their commitment to excellence in terms of their teaching-learning activities. The last feature of RP practitioners is that they by nature need to be intelligent, transforming themselves into a man of knowledge and ideas. They should become the favorite source of learning for their students. They should build up pride in their students that they are learning from the master, the knowledgeable. Thus, teachers should keep testing themselves with such retrospective questions: am I open-minded, am I responsible, or am I a committed teacher? Following Zwozdiak-Myer's (2011) idea, teachers should transform into capable analysts, critical thinkers, detailed evaluators, decisive problem solvers, and effective executors. In short, to be impacting RP practitioners, teachers need to subject their beliefs and question the standard norms of their classroom practice and reconstruct a new platform of teaching (Farrell, 2007). RP teachers are constantly making creativity and innovation in their teaching.

There are possible reasons teachers should transform themselves into RP practitioners, whose job is teaching and marking and finding ways to realize quality teaching, bringing positive impacts for their students' learning. Based on robust empirical data, Farrell (2007) suggest at least seven positive implications of the practice of RP. First,

teachers will perform their teaching practice in a systematic, creative and innovative manner. Secondly, teachers will become more confident decision-makers, leading them to be more guided in their actions in the classroom. Next, by performing RP in their teaching practice, teachers could earn better and richer information to make informed decisions. Fourth, through RP, teachers could be more and more critical of all aspects of their teaching. Then, via RP, teachers could become change agents who develop innovative strategies for particular interventions and necessary change. Sixth, RP teachers could potentially emerge as true professionals in teaching, education, and development. Eventually, the systematic practice of RP can yield psychological relief for both novice and seasoned teachers in the conduct of their teaching activities. Such course includes Association, Integration, Validation, and Appropriation (Zwozdiak-Myers, 2011). Usually, these things are actualized through a circular training of observation, analysis, and evaluation. On top of that, by the solid practice of RP, teachers can make sense of their teaching experiences become their professional development loop (Johnson & Golombek, 2002).

The issue here is how to prepare teachers to become RP advocates to gain such RP benefits. It is no doubt that there are many ways to realize it. Following the library research results, at least three actions can be taken into account, as proposed by Kiely (2013). First, there is a need to introduce RP in the teacher education curriculum so that pre-service teachers can start their reflective observation in their classroom at the early stage of professional teacher training. The context of reflection here is that the students observing teachers in classrooms for thousands of hours before they become teachers establish well-defined but implicit notions of what the teacher should do. Secondly, to derive students' tacit knowledge of the reflective activities, they can have thoughtful trials in their so-called micro-teaching activities. Their mere reflection can be tailored in micro-teaching and teaching practice contexts, where the evaluation process can be filled with thought.

In the same situation, the in-service teachers coincidentally having workshops with pre-service and new teachers, for example, possess chances to exhibit a new technique that can be adopted and adapted by the pre-service and new teachers in their future classroom practice. Therefore, in the education of pre-service teachers, reflecting in critical incidents in the classroom by both teacher educator and pre-service teachers often constitute opportunities for professional growth (Farrell, 2013). Lastly, seasoned teachers can pave their professional development through continual practice in their teaching context from

which they collect information data. They can choose what area to focus on improving and what kind of actual data can raise their understanding of effective teaching-learning practices based on their reflective learning. Since teaching professional development is developed through an extended period, language teacher education programs should adopt and adapt a developmental model that includes in-service teaching as a primary component of professional development (Uzum et al., 2014).

Thus, the most salient point to note here is RP can serve as an empowering device for teachers' professional development. Yet, owing commitment to autonomous and continual self-development through systematic self-reflection becomes the first prerequisite for teachers' professional development (Zwozdiak-Myers, 2011). Besides, teachers should have an upgraded level of awareness and shared belief that they can articulate their teaching capacity through the repeated practice of systematic RP. Related to this, teachers have to be keen on performing self-inquiry and critical thinking and analysis so that they migrate from a territory of impulsive, intuitive, and routined teaching practice towards RP-based teaching practice.

The findings of the current research affirm Ahsanu et al.'s (2020) research findings, which suggest that Indonesian ELT practitioners have the tendency and willingness to reconstruct their way of teaching as a result of the realization of the practical idea of RP for sustainable and continuing professional development from within through making a necessary change in their teaching practice and shaping and reshaping ways of thinking and ways of acting in everyday classroom practices. Eventually, to be true professional teachers, the elements of thinking and doing should be fused into a solid and consolidated dialogical approach in their teaching activities known as RP.

CONCLUSION

RP informs teachers that they are facilitators of teaching-learning and has a significant contribution to its success. RP provides meaningful benefits for classroom teachers for their practical teaching. RP is about transforming a teacher from a training-based teacher into a professional practice-based teacher. RP is recognized as an effective device for shifting classroom teaching from transmission to transformation (Kiely & Davis, 2010). RP is good for pre-service teachers, beginning teachers, in-service teachers, and professional teachers. RP-generated experienced teachers are the practitioners who know what to do in their classroom. They know how to examine their work, collect information from their classroom, analyze and evaluate any relevant information to change

and transform in their teaching. Ideally, the RP-based teachers should possess a sense of openness that requires them to challenge their assumptions and continue to improve the skills needed for their effective classroom instruction.

To make classroom instruction more effective, the RP-based teachers need to initiate a continuous change by conducting three different types of reflection, namely reflection-in-action, reflection-on-action, and reflection-for-action. In these modes of RP, conclusively, the goal of RP is to use any available capital of both training-based knowledge and experience-based knowledge to build classroom sensitivity on so-called classroom critical incidents that can potentially inform better future practices. When language teachers practice the norms of RP in its most total sense, they not only practice their theoretical knowledge but can Stheorize what they practice, which I am happy to call "grounded-teaching." To end, a reflective practitioner is someone who lives reflection as a way of being (Johns, 2009), which is the wisdom that helps him or her see things clearly for what he or she can do better in the future.

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