
Instructional Supervision of School Heads and Their Role in Facilitating Reflective Teaching Practices of the Secondary Teachers

DALIA C. JUSAY

Teacher I

Western Leyte College

Master of Arts in Education

Major in School Administration and Supervision

dalia.jusay@deped.gov.ph

ABSTRACT

This study determines the significant relationship between the extent of instructional supervision of school heads and their role in facilitating reflective teaching practices among secondary teachers. The locale of the study is situated in the barangay proper of Brgy. Seguinon, Albuera, Leyte, is a large and accessible institution called Seguinon National High School and the thirty - nine (39) secondary teachers, and 1 school head were the respondents of the study. The instrument used in the study is a survey questionnaire on instructional supervision from the Department of Education SOCCSKSARGEN Region and to determine the level of reflective practices, the study utilized the survey used by Hung & Thuy (2021) in their study entitled, “Reflective Teaching Perceived and Practiced by EFL Teachers-A Case in the South of Vietnam”. The data presented indicates a significant relationship between the extent of instructional supervision by school heads and their role in facilitating reflective teaching practices among secondary teachers. This underscores the importance of effective instructional supervision in promoting reflective practices, highlighting the substantial impact school leaders have on teaching quality. The findings suggest that active supervision creates an environment conducive to reflection, allowing teachers to critically assess their methods and enhance their practices. Establishing a culture of reflection is essential; when school leaders prioritize reflective practices, teachers are encouraged to adopt similar mindsets, fostering collaborative improvement. This emphasizes the crucial role of strong instructional leadership in nurturing reflective practices and suggests that proactive school heads are vital to both teacher development and student achievement.

Keywords — *Instructional Supervision, School Heads, Role, Facilitating Reflective Teaching Practices, Secondary Teachers*

I. INTRODUCTION

Quality education is the main reason why teachers must be updated and involved in the recent educational reforms and transformation. It is obvious that education is a lifelong process, and it takes an individual to be resilient to whatever educational changes that the department is introduced. Take the example of the Philippine Education curriculum. It was almost 14 years ago since the creation of the K to 12 curriculums. As mentioned by some of the teachers, that they do not fully conceptualize the old curriculum and here comes the MATATAG curriculum which started the full implementation in the kindergarten, grade 1, 4 and 7. With this changes and reforms in the education sector, teachers must be updated and make themselves equipped with the necessary knowledge and skills to be able to give the quality education that the learners in the Philippines is asking for.

As a secondary school teacher, the researcher urges the teachers to reflect on their performance, especially in planning, lesson delivery and assessment of how the objectives of the lessons are attained. Facilitating reflective teaching is important in achieving teaching goals of teachers. Reflective practice is a process of self-examination and self-

evaluation of the teaching previously delivered in which teachers regularly engage to improve professional practices. Realizing the actions, activities and result of teaching, teachers must reflect on the activities to be done to improve teaching and learning process. These activities will be visible through the instructional supervision conducted, most especially in giving feedback during post-observation conferences.

The Department of Education defines instructional supervision as a professional, ongoing, and collaborative process for improving instruction. It consists of guidance, assistance, idea sharing, facilitation, or creation to assist teachers in improving the learning situation and quality of learning in schools. Under this program, a supervisor or instructional leader who possesses superior knowledge and skills and works collaboratively in a school environment that fosters the development of a professional learning community extends a helping hand to a professional colleague.

Instructional supervision, when undertaken by the principal, focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development (Sergiovanni & Starratt cited in Chen, 2018). On the other hand, general instructional supervision is school-based and is undertaken by relevant staff such as inspectors, teachers, principals, and administrators in schools to provide support, supervision, and continuity assessment for the professional development of teachers and the improvement of their teaching process. Instructional supervision heightens the professional knowledge of teachers and promotes the effectiveness of the teaching strategies they implement. Being the main stakeholders in the implementation of the curriculum, teachers should be involved in the strategic planning of the instructional supervision program. If teachers view supervision as something done to them and for them but not with them, its potential to improve schools cannot be fully realized (Chen, 2018). But if instructional supervisor fully explains and emphasizes the importance and effect of instructional supervision, surely teachers would have a positive mindset and acceptance on this activity. Thus, it is important to make school stakeholders aware of the roles and responsibilities of every member of the organization to create a school environment conducive for teaching, learning and working and they must have the same mindset in attaining such goals.

Hence, it is in this premise that the researcher decided to conduct this study to determine the significant relationship on the extent of instructional supervision of school heads and their roles in facilitating reflective teaching practices of secondary teachers to improve teaching and performance of the students. A proposed instructional supervision will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit himself, the school he is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the extent of instructional supervision of school heads and their role in facilitating reflective teaching practices among secondary teachers in Seguinon National High School, Albuera North District, Leyte Division. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of instructional supervision conducted by school heads to teachers?
2. What is the level of reflective teaching practices of teachers?
3. Is there a significant relationship between the extent of instructional supervision conducted by school heads and the level of reflective teaching practices of teachers?
4. What instructional supervision plan can be proposed based on the findings of this study?

II. METHODOLOGY

Design. This study adopted a descriptive-correlational research design to explore the relationship between the extent of instructional supervision conducted by school heads and level of reflective teaching practices of teachers. The locale of the study is situated in the barangay proper of Brgy. Seguinon, Albuera, Leyte, is a large and accessible institution called Seguinon National High School. The school is managed by a dedicated School Principal and a team of experienced 39 teachers. The school accommodates 991 students from Grade 7 to 10. The school maintains strong relationships with parents, alumni, and the community, extending education beyond the classroom through extracurricular activities, clubs, and community service initiatives. SNHS is also dedicated to environmental sustainability, promoting energy conservation, waste reduction, recycling, and sustainable resource use. The instruments used in this study is a survey questionnaire which describes the extent of roles of instructional supervision and reflective teaching practices of teachers. Part 1 of the instrument is a survey questionnaire on instructional supervision from the Department of Education SOCCSKSARGEN Region. It is composed of a 10-item survey which describes the instructional supervision of school heads which support the growth and development of school heads and teachers. The respondents will determine the extent of roles of instructional supervisor using the Five-Point Likert Scale of which 5 means Very High, 4 means High, 3 means Moderately High, 2 means Low, and 1 means Very Low. This survey will be accomplished by the school head and teachers at the school. Moreover, Part 2 of the questionnaire will determine the level of teacher reflective practices. The survey was used by Hung & Thuy (2021) in their study entitled, "Reflective Teaching Perceived and Practiced by EFL Teachers-A Case in the South of Vietnam". The questionnaire will be measured using a Five-Point Likert Scale where 5 means Always, 4 means Often, 3 means Sometimes, 2 means Rarely and 1 means Never. The 20-items indicators will be rated by the teachers. This study focused on the roles of school heads in facilitating reflective teaching practices through the conduct of instructional supervision. Findings of the study were the basis in formulating instructional supervision plan which focused on developing and enhancing reflective teaching practices of teachers.

Sampling. The respondents of this study were thirty - nine (39) secondary teachers and 1 school head. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. After obtaining research approval, data collection commenced. Letters requesting study approval were submitted to relevant authorities. Initially, a request letter was sent to the Schools Division Superintendent for permission to proceed with data collection from identified respondents. Following approval from the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal. Upon receiving approvals, the researcher proceeded with data gathering activities. An orientation session was conducted for the respondents, and their consent through permits was obtained to participate in the study. Subsequently, survey questionnaires were distributed, and the researcher guided the respondents in completing them. After the survey phase, data were collected, tallied, and submitted for statistical analysis.

Ethical Issues. The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was conducted for the respondents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of instructional supervision of school heads and reflective teaching practices of teachers. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

III. RESULTS AND DISCUSSION

Table 1

Extent of Instructional Supervision of School Heads

	Statements	Weighted Mean	Description	Interpretation
1	Democratic Supervision: Recognizes that instructional supervision is a school head & teachers' support function to nurture leadership and autonomy by promoting open communication and collaboration and mutual trust.	3.90	Often	High
2	Collegiality & Collaboration: Supports collegial relationships among teachers and instructional leaders and develops professional relationships that nurture openness, trust, respect and integrity.	3.78	Often	High
3	Professional Development: Engages teachers and school heads in the planning, designing, and evaluation of individual professional development programs.	3.60	Often	High
4	Ethical Teaching: Establishes healthy supervisory relationship in self-assessment among teachers & school heads based on respect and trust in their personal and professional competence.	3.70	Often	High
5	Inquiry & Reflective Teaching: Encourages teachers and school heads to inquire on good practices and to pursue better alternatives for the improvement teaching and learning.	3.60	Often	High
6	Diversity of Teachers and Learners: Encourages the development and use of differentiated forms of supervision by assisting teachers and school heads develop a deep consciousness and understanding of the influences of cultural diversity in educational opportunities, programs, practices and outcomes.	3.77	Often	High
7	Clinical Supervision: Requires thorough understanding of the diversity of teachers and learners, the context where teaching – learning occurs, and use of pedagogy that accomplishes instructional goals for better learning outcomes.	3.71	Often	High
8	Formative Teacher/School Head Evaluation: Encourages teachers and administrators to work as collaborative partners to identify teachers' professional development goals, to appropriately assess those goals and plan actions for the improvement of teaching and learning.	3.60	Often	High
9	Curriculum Supervision: Clarifies the aims of education, the nature of knowledge, the role of teachers, and purposes of the curriculum by encouraging close collaboration of teachers and instructional leaders in the processes of curriculum development, implementation and evaluation.	3.65	Often	High

10	Teacher & School Head Action Research: Encourages the conduct of action research as a strategy to improve instruction and for professional development.	3.61	Often	High
	AVERAGE	3.69	Often	High

Legend:

<i>RANGES</i>	<i>DESCRIPTION</i>	<i>INTERPRETATION</i>
4.21-5.00	Always	Very High
3.21-4.20	Often	High
2.61-3.20	Sometimes	Average
1.81-2.60	Rarely	Low
1.00-1.80.	Never	Very Low

Table 1 evaluates the extent of instructional supervision conducted by school heads, revealing an average weighted mean of 3.69, which is interpreted as high. This indicates that school heads actively engage in supervising teachers' instructional practices, which is essential for fostering an environment that supports professional growth and enhances student learning outcomes. The high mean suggests that school heads prioritize instructional supervision, leading to a culture of continuous development among teachers. Effective supervision provides valuable feedback and resources, promoting accountability and encouraging the implementation of best practices in the classroom. Ongoing instructional supervision can improve not only individual teacher performance but also the overall quality and reputation of the school. It fosters collaboration and innovation among staff, contributing to a more engaged learning community. To further enhance this practice, school heads should continue prioritizing supervision while incorporating teacher feedback to create a more responsive and collaborative atmosphere. In summary, the results underscore the importance of instructional supervision by school heads as a key component in improving teaching effectiveness and student academic performance.

Table 2

Level of Reflective Teaching Practices of Teachers

	Statements	Weighted Mean	Description	Interpretation
1	I can quickly react to teaching problems happening in class.	4.00	Often	High
2	I notice students' attitudes during the teaching process.	3.61	Often	High
3	I adjust my instruction or activities based on students' attitudes in class.	3.58	Often	High
4	I try to understand my purposes, intentions, and feeling in any teaching activities	3.71	Often	High
5	Before class, I plan the lesson and anticipate what may happen and try to find a solution for that.	3.72	Often	High
6	After class, I look back on what happened in class.	3.61	Often	High
7	After class, I try to find out the reasons for teaching problems in the previous lesson.	3.62	Often	High

8	I analyze my teaching activities based on the objectives of my lessons to make some changes in the future.	3.60	Often	High
9	I can figure out teaching problems happening in class.	3.56	Often	High
10	I document my teaching experience using a reflective journal.	3.31	Often	High
11	I record videos or audios of my teaching practice and reflect upon them.	3.29	Often	High
12	I collect a teaching portfolio to reflect on my teaching.	3.36	Often	High
13	I research repeated teaching issues to reflect my teaching practice.	3.41	Often	High
14	I use peer observation to reflect on my teaching practice.	3.20	Often	High
15	I and my colleagues work together to have an observation and reflect on each other teaching.	3.27	Often	High
16	I join a study-group with other teachers where we discuss on our lesson plan, have an observation and reflect on our teaching	3.89	Often	High
17	The supervisor in my school visit classrooms to observe and give feedback. I reflect on my teaching based on their feedback.	3.91	Often	High
18	I attend teaching workshops and reflect on my teaching practice based on them.	3.92	Often	High
19	I collect students' feedback and reflect upon them.	3.80	Often	High
20	I collect the feedback from the instructional supervision conduct and reflect on the needs for improvement.	3.90	Often	High
	AVERAGE	3.61	Often	High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	<i>Always</i>	<i>Very High</i>
3.21-4.20	<i>Often</i>	<i>High</i>
2.61-3.20	<i>Sometimes</i>	<i>Average</i>
1.81-2.60	<i>Rarely</i>	<i>Low</i>
1.00-1.80.	<i>Never</i>	<i>Very Low</i>

Table 2 evaluates the level of reflective teaching practices among teachers, showing an average weighted mean of 3.61, interpreted as high. This indicates that teachers regularly engage in self-reflection concerning their instructional methods, which is essential for assessing and improving their teaching effectiveness. The high score suggests a strong commitment to reflective practices, allowing educators to critically analyze their experiences, adapt strategies based on feedback, and create more student-centered learning environments. Additionally, regular reflection fosters professional growth and encourages innovative teaching practices. This implies that school heads should support the reflection process by integrating it into professional development initiatives and providing dedicated time for collaborative reflection among teachers. By fostering a culture of reflection, schools can enhance instructional quality and ultimately improve student learning outcomes. In summary, the results emphasize that reflective teaching practices are vital for effective education and continuous professional development.

Table 3
Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional Supervision and Reflective Practices	0.91	3.661	0.219	Reject Ho	Significant Relationship (Very Strong)

Table 3 presents the results of tests examining the relationships between the extent of instructional supervision by school heads and their role in facilitating reflective teaching practices among secondary teachers. The results reveal a correlation coefficient of ($r = 0.91$), indicating a very strong positive relationship. Additionally, the computed t-value of (3.661) exceeds the critical table value of (0.219) at a significance level of (0.05), allowing for the rejection of the null hypothesis (H_0). This confirms a statistically significant relationship between the extent of instructional supervision and the facilitation of reflective teaching practices. The findings highlight the crucial role that school heads play in promoting reflective teaching practices through effective supervision. A high correlation coefficient suggests that as instructional supervision increases, so does the support for reflective practices among teachers. This relationship may stem from school heads providing constructive feedback, creating opportunities for professional dialogue, and fostering an environment that values self-assessment and continuous improvement. Moreover, the strong connection between supervision and reflective teaching implies that school leaders have the power to influence teaching quality significantly. By prioritizing instructional supervision that encourages reflection, school heads can enhance teachers' professional development, ultimately leading to improved student learning outcomes.

IV. CONCLUSIONS

The data presented indicates a significant relationship between the extent of instructional supervision by school heads and their role in facilitating reflective teaching practices among secondary teachers. This underscores the importance of effective instructional supervision in promoting reflective practices, highlighting the substantial impact school leaders have on teaching quality. The findings suggest that active supervision creates an environment conducive to reflection, allowing teachers to critically assess their methods and enhance their practices. Establishing a culture of reflection is essential; when school leaders prioritize reflective practices, teachers are encouraged to adopt similar mindsets, fostering collaborative improvement. This emphasizes the crucial role of strong instructional leadership in nurturing reflective practices and suggests that proactive school heads are vital to both teacher development and student achievement.

V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. Regularly engage in self-reflection after lessons to assess what worked well and what could be improved. Maintain a reflective journal to document insights and areas for growth.
3. Actively seek constructive feedback from peers and school heads. Use this input to refine teaching strategies and enhance instructional effectiveness.
4. Participate in professional learning communities (PLCs) where teachers can share experiences, discuss challenges, and collaboratively develop reflective practices.
5. Attend workshops and training sessions focused on reflective teaching and instructional improvement. Stay informed about best practices in pedagogy.
6. Be open to trying new instructional approaches and reflect on their impact on student learning. Use these experiences to inform future practice.
7. Foster an environment where reflective practices are valued. Encourage teachers to engage in self-assessment and share their reflections in a supportive setting.
8. Implement structured supervision models that include regular observations followed by collaborative feedback sessions. Ensure that feedback is constructive and aimed at fostering growth.
9. Regularly assess the effectiveness of instructional supervision and its impact on reflective practices. Use this data to inform ongoing improvements in supervision strategies, and
10. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

ACKNOWLEDGEMENT

Through all the struggles, sacrifices, and trials that the author had been through, she finally made it. Gradually, with her perseverance she gained support from the people who had helped her a lot. First and foremost, the author extends her deepest gratitude to God. His guidance, strength, and blessings have been her constant companions throughout this journey, and without His divine intervention, none of this would have been possible. To her wonderful family, thank you from the bottom of her heart. To her loving husband William, your patience and understanding have been her rock. To her children Liam and Alia, your smiles and love have been her motivation. To her parents Nanay Inday and Tatay Beto, your endless support and belief in her have always been her anchor. To her siblings, thank you for your encouragement and for always being there for her. A special thanks to her thesis adviser, Dr. Jasmine B. Misa. Your guidance, insightful feedback, and unwavering support have been invaluable. She is deeply grateful for your patience and dedication. She also wants to extend her sincere thanks to the members of the Thesis Committee and Panel Examiners, chaired by Dr. Bryant C. Acar. Your time, constructive criticism, and valuable insights have greatly enhanced this work. To the Dean of the Graduate Department of Western Leyte College, Dr. Sabina B. Con-ui, thank you for your support and encouragement. To Dr. Mariza S. Magan, CESO V, and the entire DepEd Leyte Division Family for their gracious permission to conduct this research within our schools. Your unwavering support for educational research is deeply appreciated. To her beloved Seguinon National High School family, led by their inspirational and dynamic School Head, Mrs. Lucenda D. Enojo and to all the faculty, staff, parents, students, and respondents who have all played an indispensable role in this research, her heartfelt appreciation and special thanks for their willingness to share their time, insights, and experiences is a testament to their commitment

to education. To everyone who has contributed to this journey, thank you. Your support and belief in her have made all the difference.

REFERENCES

- [1] Ahmad, I., Ali, A., Khan, I., and Khan, F. A. (2014). Critical Analysis of the Problems of Education in Pakistan: Possible Solutions. *International Journal of Evaluation and Research in Education*, 3(2), 79-84.
- [2] American Association of School Librarians. (2018). *National school library standards*. <https://standards.aasl.org/>
- [3] Arnesson, K. & Albinsson, G. (2019) Reflecting talks: a pedagogical model in the learning Reflective Practice, <http://dx.doi.org/10.1080/14623943.2019.1638243>
- [4] Azizah, U. A., Nurkamto, J., Drajadi, N. A. & Tosriadi, T. (2018). In-service English teacher's perceptions of reflective teacher diary to promote professional development. *International Journal of Multicultural and Multireligious Understanding*, 5(2), 1-8.
- [5] Baleghizadeh, S. & Javidanmehr, Z. (2014). Exploring teachers' reflectivity and their sense of self-efficacy. *E-International Journal of Educational Research*, 5(3), 19-38.
- [6] Bernard, H. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, California: Sage Publications.
- [7] Burns, E. (2018). School librarian as inquisitor of practice: Reimagine, reflect, and react with the new standards. *Knowledge Quest*, 46(4), 54-58 (EJ1171712). ERIC. <https://eric.ed.gov/?id=EJ1171712>
- [8] Cholifah, A. N., Asib, A. & Suparno (2019). Investigating in-service teacher's perception of practicing reflective teaching in the classroom: a case study of in-service EFL teachers in one of the senior high schools in Kartasura. *iNELTAL Conference Proceedings: The International English Language Teachers and Lecturers Conference*, 19-25.
- [9] Cirocki, A. & Widodo, H. P. (2019). Reflective practice in English language teaching in Indonesia: Shared practices from two teacher educators. *Iranian Journal of Language Teaching Research*, 7(3), 15-35.
- [10] Dervant, F. (2015). The effect of reflective thinking on the teaching practices of preservice physical education teachers. *Issues in Educational Research*, 25(3), 260-275. <http://www.iier.org.au/iier25/dervent.pdf>
- [11] Dewert, M. H., Babinski, L. M. & Jones, B. D. (2003). Safe passages: Providing online support to beginning teachers. *Journal of Teacher Education*, 54(4), 311-320.
- [12] Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston: DC Heath and Co. Publishers.
- [13] Dumlao, R. P. & Pinatacan, J. R. (2019). From practice to writing: Using reflective journal instruction in enhancing pre-service teachers' professional development. *International Journal of Instruction*, <http://dx.doi.org/10.29333/iji.2019.12430a> 12(4), 459-478. DOI:
- [14] Falkoff, M. (2018, April 25). Why we must stop relying on student ratings of teaching. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/Why-We-Must-Stop-Relying-on/243213>
- [15] Farmer, L. J. (2017). *Managing the successful school library: strategic planning and reflective practice*. ALA Neal-Schuman.
- [16] Ferraro, J. M. (2000). Reflective practice and professional development. ERIC Digest. Garzon, A. A., Isaza, A. R. & Munoz, D. M. (2018). Impact of pedagogical reflection in the teaching practicum from Caquetá practitioners' perspectives: a literature review. *Educación y Humanismo*, <http://dx.doi.org/10.17081/eduhum.20.35.2658> 20(35), 57-73. DOI:

- [17] Goodsett, M. (2014). Reflective teaching: Improving library instruction through self-reflection. *The Southeastern Librarian*, 62(3), 12-15. <https://digitalcommons.kennesaw.edu/seln/vol62/iss3/3>
- [18] Goodsett, M. (2014). Reflective teaching: Improving library instruction through self-reflection. *The Southeastern Librarian*, 62(3), 12-15. <https://digitalcommons.kennesaw.edu/seln/vol62/iss3/3>
- [19] Graduate Student Career and Professional Development. (2019). *How to write a teaching statement that stands out*. University of Nebraska-Lincoln. <https://www.unl.edu/gradstudies/current/development/how-write-teaching-statement-stands-out>
- [20] Graduate Student Career and Professional Development. (2019). *How to write a teaching statement that stands out*. University of Nebraska-Lincoln. <https://www.unl.edu/gradstudies/current/development/how-write-teaching-statement-stands-out>
- [21] Gungor, M. N. (2016). Turkish pre-service teachers' reflective practices in teaching English to young learners. *Australian Journal of Teacher Education*, 41(2), 137-151. DOI: <http://dx.doi.org/10.14221/ajte.2016v41n2.9>
- [22] Gutierrez, M., Adasme, M. & Westmacott, A. (2019). Collaborative reflective practice: Its influence on pre-service EFL teachers' emerging professional identities. *Iranian Journal of Language Teaching Research*, 7(3), 53-70.
- [23] Jones, M. & Ryan, J. (2014). Learning in the practicum: Engaging pre-service teachers in reflective practice in the online space. *Asia-Pacific Journal of Teacher Education*, 42(2), 132-146.
- [24] Khanmohammad, H., & Eilaghi, A. (2017). The effect of self-reflective journaling on long-term self-efficacy of EFL student teachers. In J. Vopava, V. Douda, R. Kratochvil, & M. Konecki (Eds.), *Proceedings of AC 2017* (pp. 547-561). MAC Prague Consulting.
- [25] Li, Hua (2008). Assessing EFL teachers' reflective thinking: a case study of two in service secondary school teachers. *Trends in Applied Sciences Research*, 3(1), 36-44.
- [26] Loughran, J. J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education*, 53(1), 33-43.
- [27] Lubis, A. H. (2018). Reflective teaching toward EFL teachers' autonomy: Revisiting its development in Indonesia. *International Journal of Education*, 11(1), 35-49. DOI: <http://dx.doi.org/10.17509/ije.v11i1.9400>
- [28] Maleki, M. (2017). On the impact of an EFL reflective practicum on teachers' self-efficacy. *Journal of Applied Linguistics and Language Research*, 4(4), 161-174.
- [29] Marcos, J. J. M., Miguel, E. S. & Tillema, H. (2009). Teacher reflection on action: What is said (in research) and what is done (in teaching). *Reflective Practice*, 10(2), 191-204. DOI: 10.1080/14623940902786206
- [30] Minott, M. A. (2011). The impact of a course in reflective teaching on student teachers at a local university college. *Canadian Journal of Education*, 34(2), 131-147.
- [31] MOET. (2008, 2017). Decision No. 1400/QĐ-TTg – 2080/QĐ-TTg: Teaching and learning foreign languages in the National Education System, period 2008 to 2020; and period 2017-2015 (Vietnam). Available <http://www.chinhphu.vn/portal/page/portal/chinhphu/hethongvanban>. 26/04/2018. from Accessed
- [32] Mortari, L. (2012). Learning thoughtful reflection in teacher education. *Teachers and Training: Theory and Practice*, 18(5), 525-545. <https://doi.org/10.1080/13540602.2012.709729>
- [33] Murray, E. (2015). Improving learning through collaborative reflective teaching cycles. *Investigations in Mathematics Learning*, 7(3), 23-29 (EJ1057515). ERIC. <https://eric.ed.gov/?id=EJ1057515>
- [34] Nambiar, K. & Melor, Y. (2017). Reflective practice with e-portfolio. *Malaysian Journal of ELT Research*, 13(1), 43-54.

- [35] Nguyen, N., Trinh, L., & Vo, B. (2015). Reflection – an effective means of teachers’ professional development. *Journal of Science, Can Tho University*, 41(C),97-101.
- [36] Nguyen, N., Vo, B., Nguyen, T., & Nguyen, Y. (2018). Professional development: Reflective stories of teacher educators at the School of Education, Can Tho University, Vietnam. *DEPISA Monograph: Developing Educational Professionals in Southeast Asia*, 5, 41-57.
- [37] Núñez Pardo, A., & Téllez Téllez, M. F. (2015). Reflection on teachers' personal and professional growth through a materials development seminar. *How*, 22(2), 54-74. <http://dx.doi.org/10.19183/how.22.2.151>.
- [38] Owen, A. (2019, June 24). The next lawsuits to hit higher education. *Inside Higher Ed*. <https://www.insidehighered.com/views/2019/06/24/relying-often-biased-student-evaluations-assess-faculty-could-lead-lawsuits-opinion>
- [39] Pollard, A., Black-Hawkins, K., Cliff-Hodges, G., Dudley, P., & James, M. (2014). *Reflective teaching in schools: Evidence-informed professional practice*. Bloomsbury Publishing.
- [40] Postholm, M. B. (2008). Teachers developing practice: Reflection as a key activity. *Teaching and Teacher Education*, 24(7), 1717-1728.
- [41] Qing, X. (2009). Reflective teaching—an effective path for EFL teacher’s professional development. *Canadian Social Science*, 5(2), 35-40.
- [42] Reale, M. (2017). *Becoming a reflective librarian and teacher: Strategies for mindful academic practice*. ALA Editions.
- [43] Renard, L. (2019, February 21). How to become a reflective teacher- The complete guide for reflection in teaching. *Book Widgets*. <https://www.bookwidgets.com/blog/2019/02/how-to-become-a-reflective-teacher-the-complete-guide-for-reflection-in-teaching>
- [44] Richards, J. C. (1995). Towards reflective teaching. *English Teachers Journal (Israel)*, 59-63.
- [45] Schön, D. (1991) *The reflective practitioner*. Aldershot: Ashgate Publishing Ltd.
- [46] Sinno, C. (2016). Reflective teaching: impact, supports, and barriers from UAE-based ESL teachers’ perspectives. Unpublished MA thesis. The American University of Sharjah, UAE.
- [47] Tosriadi, Asib, A., Marmanto, S. (2018). In-service EFL teachers’ experiences of conducting reflective practice as continuing professional development. *International Journal of Language Education*, 2(2), 52-64.
- [48] Truong, V. (2017). In search of effective professional development of EFL teachers in Vietnam. *VNU Journal of Foreign Studies*, 33(3), 157-166.
- [49] Van Manen, M. (1991). Reflectivity and the pedagogical moment: The normativity of pedagogical thinking and acting. *Journal of Curriculum Studies*, 23(6), 507-536. DOI: <https://doi.org/10.1080/0022027910230602>
- [50] Vazir, N. (2006). Reflection in action: Constructing narratives of experience. *Reflective Practice*, 7(4), 445-454. DOI: <https://doi.org/10.1080/14623940600987015> teachers
- [51] Zahid, M., & Khanam, A. (2019). Effect of reflective teaching practices on the performance of prospective teachers. *Turkish Online Journal of Educational Technology*, 18(1), 32-43 (EJ1201647). ERIC. <https://eric.ed.gov/?id=EJ1201647>
- [52] Zulfikar, T. & Mujiburrahman (2018). Understanding own teaching: becoming reflective through reflective journals. *Reflective Practice*, 19(1), 1-13. DOI: 10.1080/14623943.2017.1295933