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The Reflective EFL Teaching Diary

Ethel Reyes-Chua¹
Ahmed Al-Shlowiy²

Abstract

What makes a good teacher? Literature in teacher education attests to the various complexities and difficulties in defining an effective teacher (Darling-Hammond, 2000). A good teacher should have knowledge, skills, and disposition (Glanz, 2009). However, these are not the sole elements for being a good teacher. We believe that going beyond these qualities and descriptions is the term 'reflective.' It is never easy to be a reflective practitioner, but it should be an integral part of your system in teaching. This paper examines the significance of Reflective Teaching Diary in improving the teaching and learning process, how it affects student learning, and its implications for teaching practice. As a result of this study, the authors have come up with their recommendations to continuously make reflections on their own teaching, record these experiences, and conduct series of studies on reflective practice. It is recommended that the reflective teaching diary should be tried out and used by EFL teachers as a tool to improve the teaching and learning process in the classroom.

Keywords: Reflection; Reflective Practice; Reflective Learning; Teaching and learning; Teacher's diary.

¹ Professor, Dean of School of Education, and Continuing Professional Development Manager at Emilio Aguinaldo College Cavite, Philippines,
colwaterphil@gmail.com ,

² Assistant Professor of English at the English Language & Preparatory Year Institute in Jubail, Saudi Arabia
ORCID ID: [0000-0002-8441-1987](https://orcid.org/0000-0002-8441-1987)

Correspondence: shlowiy_a@jic.edu.sa

Introduction

Reflection in Teaching and Learning Process

In the beginning, we never asked the question: What makes a good teacher? Working in Saudi Arabia in various roles and administrative tasks was never easy, but it was a great challenge. Aside from these tasks, there were other tasks related to the improvement of the teaching and learning process, such as, conducting action research, attending seminars, conferences, and presenting papers. Have we ever thought to ask ourselves these questions?

- What went well?
- Why did it go well?
- What else could have been done to improve it?
- What went wrong?
- Why did it go wrong?
- What do we need to change or improve?

These questions were too difficult to answer in the past. However, as teachers, we need to share our expertise and reflect on various tasks assigned to us. At the beginning, doing many things at the same time was challenging yet reflecting on what we do, not only as a teacher but as people sounds so effective and practical. Due to the reflection process, we had so many things to change, improve, and align with our job. What do the above questions have to do with reflective teaching and creating a reflective teaching diary? Serra (2015) expounds that reflective teaching can be both private and personal process because you need to collect information regarding what went on in your classroom and take the time to analyze it, so you can identify more than just what worked and what did not. Serra (2015) also emphasized that:

Reflective teaching is about more than just summarizing what happened in the classroom. If you spend all your time discussing the events of the lesson, it is possible to jump to abrupt conclusions about why things happened as they did (p. 1).

Moreover, Schon (1987) claims that (as cited in Moon, 2002) reflection plays a very pivotal role in the progression and development of the teaching profession. A teacher should listen, understand, and care for her students. Glanz (2009) claims that good teachers take time to reflect and think about their failures as much as they consider their successes. They try to improve themselves by reading, attending conferences, and seeking advice from others. According to Glanz, he/she is considered a good teacher when he/she looks into his/her daily plans and integrates values in his/her students. Glanz elaborates that good teachers have high self-efficacy by seeing immediate results in his/her teaching to know what they do counts. A good teacher shows genuine interest and motivates students to higher achievement. Finally, a good teacher has the greatest impact on student achievement, so whatever we teach or share with them will somehow determine their life in the future.

Theoretical Foundations

Reflective teaching puts a premium on the teacher's ability to guide students to reflect on their own experiences in order to arrive at a new understanding and meaning. According to John Dewey (as cited in Grant and Zeichner, n.d.), reflective teaching is a "behavior" which involves active, persistent, and careful consideration of any belief or practice. In the context of professional education, this involves a thoughtful analysis of a teacher's action, decisions, and results in teaching. It provides insights on the efficiency and effectiveness of the classroom procedures used. This study is based on Kolb's learning cycle (1984) that portrays through the process of reflection, how we allow ourselves the opportunity to learn from experience, analyze and evaluate the situations which, thus, enable one to formulate new concepts of learning to new learning situations. Through the process of reflection, the *Reflective Teaching Diary* (RTD) has been created. RTD is a personal and professional document which includes, frank, honest, and spontaneous accounts of individual's experiences. Based on this concept, the authors tried to use the self-analysis approach in thinking seriously about every situation and discovered some solutions to issues or problems encountered in the classroom.

Self-analysis, Salandanan (2009) discerns that a teacher is able to keep a record of incidents, problems, and issues that truly concern himself/herself as a professional. It includes the details of his/her triumphs and frustrations. Self-analysis also enables him/her to think deeply and consider matters

seriously.

While writing the RTD, the authors become more critical thinkers. Likewise, this is used to develop our students' critical and reflective thinking strategies by asking not only the question: what but also the why and how questions.

Context

Purpose of this Paper

The purpose of this study is to document that the RTD can help improve the teaching and learning process, and it is a tool that can be used to find out solutions to problems concerning actual classroom situations.

Methodology

The descriptive type of research is used in this study with critical analyses on the reflective teaching diary and the strategies used in some reflective cases made by the authors when they taught Reading, Writing, and Vocabulary. Both the opinions of teachers and students were collected through the following process: First, the authors personally observed the learning experiences of 50 female students and 25 male students in the language classrooms. These observations were personally recorded and documented which is called the Reflective Teaching Diary. Second, these observations were analyzed and studied. Then, the authors made some reflections on various teaching strategies employed with female students and male students. There were three (3) reflective cases analyzed, interpreted, and reflection upon by the authors. The last stage was based on these experiences, observations, and reflections, these were validated through an informal interview. During this informal interview, students were free to voice out their ideas and opinions about the lesson, their learning experience, the activity, and many others. The result of the informal interview was included in the Reflective Teaching Diary. To sum up, the personal reflection strategy of the teachers was used to gather all reflective information for further improvement in the teaching and learning process.

Scope and Limitation

This study covers the significance of using the reflective teaching diaries in recording important information or ideas that actually happen in the classroom. It is imperative that the results of the documentary analysis on teaching strategies, observation, and interview will improve the teaching and learning process.

Participants

The participants of this study were EFL students, male and female, who are taught by different teachers from various nationalities, such as Australia, Canada, South Africa, the UK, the United States, and some non-native English-speaking countries. The Saudi educational system segregates students, teachers, and staff by gender. In this study, female students were taught by Ms. Ethel Reyes-Chua while male student were taught by Dr. Ahmed Al Shlowiy. The academic year has two semesters; each consists of 18 weeks. There were 50 students who participated in the female branch and 25 students in the male branch.

Review of Related Literature

The Effects of the Reflective Teaching Diary

The Reflective teaching diary has a positive effect on student learning. We came to realize the importance of each student in the classroom. Each day, if we record our experiences with our students, we will become aware of our roles as professionals, thereby, starting to feel our students' needs. We began to think of how we can manage to improve our reflection process in the classroom. We need to enhance the importance of our teaching profession. We believe in Plato's directive that once said: *know thyself*. We started to establish self-awareness of ourselves and our teaching profession, in dealing with our students and colleagues. Because of this fact, we began to understand the nature of our students. Moon's (1999) article titled, *Why reflect?* led us to continually reflect, plan, reflect, act, and observe on a daily basis. Richards (1990) opines that reflection can also be called *critical reflection*. It is a kind of activity that is recalled, considered, evaluated, and usually in relation to a broader purpose. It is a kind of experience that can be a basis for evaluation and decision-making and

as a result, it can be a source for planning and action.

As mentioned earlier in this text, reflecting is not only asking the question what, but rather focusing on the how and why questions. Bartlett (1990) points out that becoming a reflective teacher involves, a primary consideration of the questions “what and why” and regard for instructions and managerial techniques, not as ends in themselves, but as part of broader educational purposes. Serra (2015) elucidates that the process of reflective teaching supports the development and maintenance of professional expertise. In addition, RTD is just one component of reflection. There are many different approaches that can be employed if one wishes to become a critically reflective teacher. This includes observation of oneself and of other people, and employing team teaching in class, or self-reporting. Self-reporting is closely related to RTD because it makes a regular assessment of what they are doing in the classroom (Serra, 2015). It also involves completing an inventory or checklist in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed in class (Pak, 1985).

It is believed by the authors that a reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. If we try to explore our teaching through the use of RTD or other means, there is always a possibility for professional growth and development as a teacher. As we move on, there is always an area in which we need to do better. This makes a professional teacher because of his/her continuously analyzing and evaluating of himself/herself through the process of reflection and using the RTD.

Significance of the Reflective Teaching Diary

The important role of a teacher is that of a guide and facilitator of learning. While reflecting, some of the following points should be considered:

- ***Entries in the diary should be clear:*** The diary does not necessarily need to be written in prose where a hundred words is required. One needs to ensure that the date, class, time, the positives, and negatives, section, and other information are included in order to form a background of each class.
- ***Allocate time for reflection each day:*** At the end of the day, the question “Why were some students not interested in today’s class?” should be asked. There might be reasons behind this behavior. Instead of judging the student immediately on his/her behavior, it is possible to talk or have a dialogue with him/her first and find out what he/she feels about the lesson.
- ***Schedule a short briefing activity to review the past lesson or to learn about their past feelings on the lesson:*** It is not easy to prepare feedback for the students, from the students, and for the teacher. Each week, a teacher should conduct a meeting about what happened during the last week’s lesson? Was there any topic unclear to them? What would be their suggestions for improvement? The beginning is always important in a class, and the end portion should always be interesting.
- ***Allow students to share their experiences with others:*** A teacher should have a good questioning technique in order to gain a lot of responses from the students. A teacher can employ the KWL strategy in the classroom, for example, recalling what they know, determining what they want to learn, and identifying what they have learned. Their past experiences can be a good tool when starting with the lesson. Talking about this with their peers or friends can appear interesting to them. In this particular scenario, students will learn how to communicate with their peers and improve their story telling skills. A teacher should provide them with time to relate their experience to the present and to provide their own reflections based on their own experiences.

All the above points before reflecting recount on our theoretical foundations. In this way, we reflected on experiences we had in the past and continuously evaluate these experiences and compare them with the present experiences. If these are documented properly through RTD, it leads us to be a reflective practitioner. In application of Kolb’s learning cycle (Fry, Ketteridge, & Marshall, 2009), reflection

was done as follows:

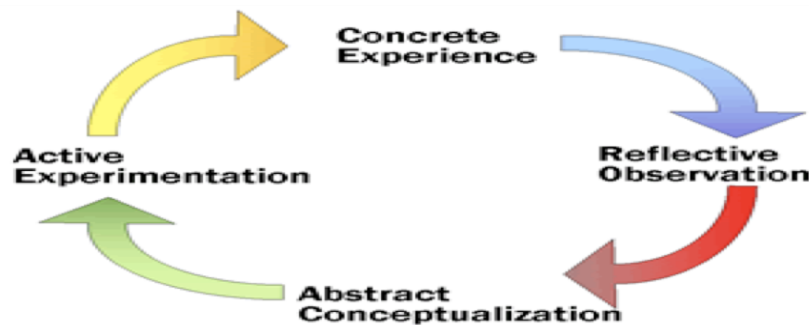


Figure 1: Kolb's Learning Cycle (1984) in: Fry et al. 2009.

Based on the model above, the following reflective questions are worthy to be analyzed:

- What do we want our students to learn?
- What is the best way for our students to learn using the materials we provide them?
- What else can be improved in the teaching and learning process?

In Kolb's Learning cycle, it is not necessary that the cycle should start from the experience. It is also possible that the cycle starts from the concept. Then, this concept is tried out to evaluate its effectiveness. In brief, this cycle is just a guide for learning and experience but it does not have limitations on which stage you start the process of reflection with.

Pollard (2008) in his book *Reflective Teaching* reveals that teaching tends to attract people who care about their profession, and care about the children with whom they work. The Four General Teaching Councils (GTCs) expressed the values of a reflective teacher such as:

- Maintains professional relationships which respect the learner as a person and encourage growth and development;
- Acknowledges and respect the uniqueness, individuality and specific needs of each learner;
- Aims to motivate and inspire learners with a view to helping each other in realizing their potential.

Pollard (2008) investigates deeply how to demonstrate the positive values, attitudes, and behaviors they expect from children and young people. Such valued statements illustrate how things change and develop over time. Below is Pollard's Diagram on Values and Identity which has been modified by the authors for reflection purposes and can be used by language teachers to reflect on the teaching and learning process.

Pollard (2008) emphasizes values, aims, and commitments, and individual and cultural differences. The researchers agree that the values we hold are frequently evident in behaviors; therefore, we need to understand the individual differences in learning and behavior. As teachers, we should develop ways on how to understand our students in order to respond effectively to their educational needs. The figure above helps us realize that reflective teaching is not only about writing what was done in the classroom, but going beyond what is written or done in the classroom through the RTD. The RTD is a significant tool in recording these observations and analysis so as to start making improvement on the aspect of teaching in higher education. Ramsden (2003), in his principle of teaching, mentions the same ideas as Pollard such as independence, control, and engagement. According to Ramsden (2003), high quality teaching implies recognizing that students must be engaged with the content of learning tasks in a way that is likely to enable them to reach understanding. This can only be done if a teacher makes extraordinary efforts to do research on student perceptions, values, and commitments that align with his/her sets of values, perceptions, and commitments.

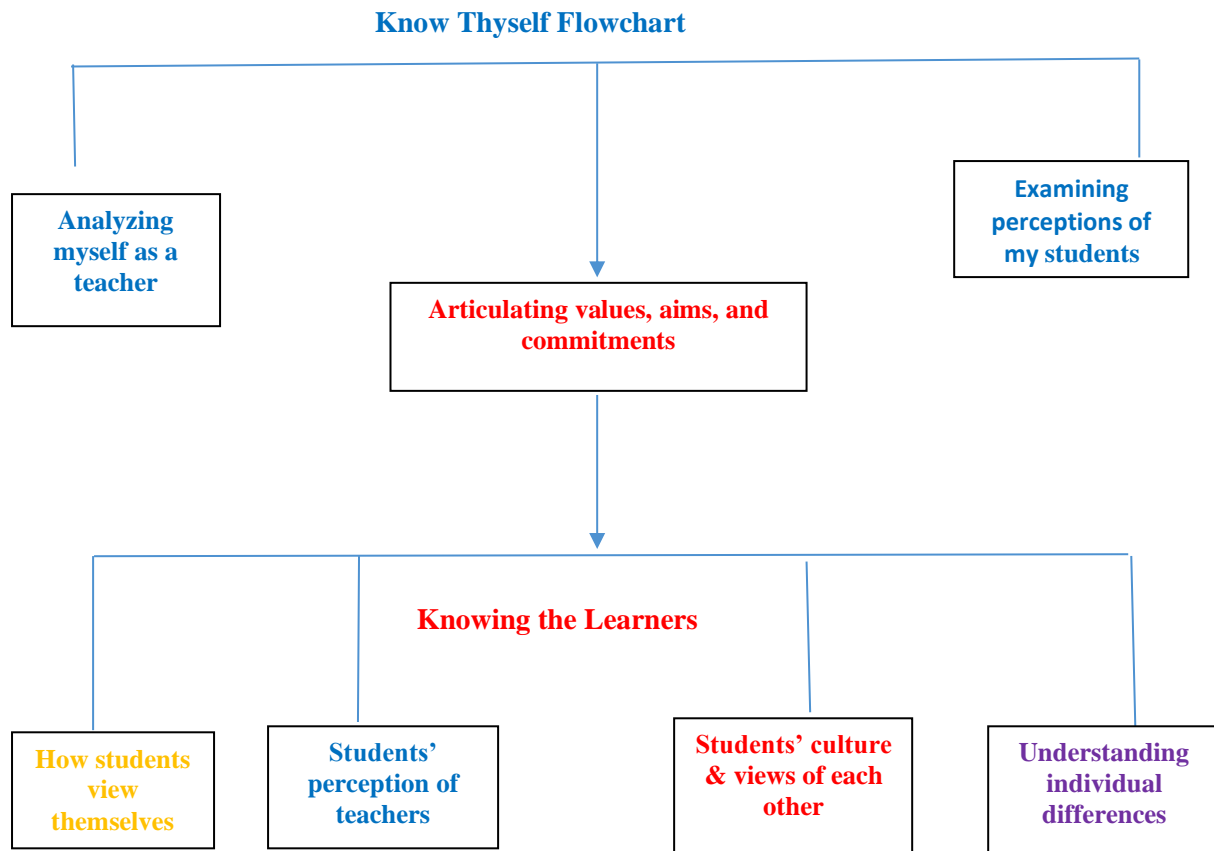


Figure 2: Approach to Values and Identity of TL process

In addition to the importance of the Reflective Teaching Diary, this will allow us to reflect and plan, act on any changes for continuous improvement, and then allow us to observe again which will eventually lead each one to reflect and plan. John F. Kennedy (n.d.) once said:

Teachers should feel a great deal of gratitude for the opportunity they are given to work with young minds. As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.

One important word to describe all these changes which occurred when we started using the RTD is, Accountability. An accountable person is described as one who is responsible and duty-bound in his/her actions. An accountable teacher is fully aware of his/her duties and obligations. As a professional, we should be time-conscious. We made sure that we were in class five minutes before the required time. We learned to assist our students in making meaningful connections between their prior knowledge and new information because of our understanding of the word metacognition, learning how to learn or teaching how to teach. We came to realize all these important terms through our daily reflective teaching diary. We need to help our students to organize their thoughts, and to assess their own thinking on how to study. Through this RTD, we discovered that we became so concerned with their needs, and in their problems. Significantly, we now value the negative as well as the positive feedback from our students, peers, and other people. In the past, we tended to take this negative feedback personally. Now, we have become aware of our thoughts and we are willing to change which should also be a quality of a professional teacher. As Schon, 1987 puts it (as cited in Tang, 2016) “The ability to engage in reflective practice is basic to competent professionals, and training in reflective practice is therefore element in professional education” (p. 1).

Tang (2016) in her study *Reflective diaries as a means of facilitating and assessing reflection* opines that reflective practice involves a metacognitive approach in which professionals should observe their own actions, relate these actions to theories, and use those theories to generate and monitor improvements in their own practice. This is in relation to establishing the reflective teaching diaries in the TL process in order to generate insights and reflection. There is a need to evaluate actions which happen in class and to monitor improvements.

On the other hand, it could also be possible to teach our students to become reflective while doing reflections on our own teaching practices. Tang (2016) claims that to reflect, students need to question what they see, hear, read, and experience in order to relate what they learn and what they are doing to a conceptual framework that interprets and enriches that experience, so that future decision and actions are enhanced. Tang discusses how reflective diaries were used as part of an assessment portfolio, and how they might facilitate and assess reflection and reflective learning, portraying its implications for practice.

Reflective Practice

Moon (1999) states that reflective practice involves the mental process of reflecting, which may or may not be characterized by what we have called being reflective. Below are some reflective cases of teaching strategies in English (Reading, Writing, and Vocabulary) at JUC and English Learning Institute.

Table 1. Reflective Case No. 1 Some Strategies of Teaching Employed Male Students

Topic	Strategy Used	Improvement/Change
Personal Story	Started the class with a motivational question: "Are you a good story teller?" If so, can you tell me some qualities of a good story teller?	The teacher brought one good story written by an anonymous writer. This story was written on pieces of paper, so the students had to try to put them together and combine them as one story. The teacher asked them about the moral of the story and this was carefully discussed in the introduction/motivation of the lesson.
Living to eat, eating to live	Photos were shown with the students to identify which food groups are healthy, and which are not.	Grouped the class into 4's and asked them to conduct a survey for other groups about their food preferences. Results of the survey were reported in class using PowerPoint presentation. The main purpose was to show the significance of healthy food.
Media/Advertising	Showed some video clips to the students and they evaluated the advertisements by giving their own opinions and facts on media and advertising.	As part of their homework, we asked them to create an advertisement and perform this in class. Students were able to experience how to be acknowledged, praised, or liked by their audience. After the activity, the audience commented on their performance. Confidence was developed among the students who performed.

Table 2. Reflective Case No. 2 Some Teaching Strategies Employed with Female Students

Topic	Strategy Used	Improvement/Change
Personal Story	Wrote the vocabulary on the board, and asked them to tell a story in class using the given vocabulary.	Watched some video clips with a moral/lesson. Grouped them into 4's and discussed the moral among themselves, related this story to their life, applying the vocabulary written on the board and some sequential words like first, second, third, next, then, later, etc. The discussion was reflective and the activity became collaborative.
Living to eat, eating to live	Students conducted a simple interview with their classmates and presented the results in the class. Students provided feedback after each presentation.	In group of 3's, students conducted a survey on campus on some students' food preferences. They were allowed to use graphs, charts, or tables to convey their information/data. A short criticism was made on their food preferences by giving some pieces of advice about nutritious food or balanced diet. There was critical thinking and reflective learning after the activity.
Media/ Advertising	Students were given colored photos and discussed the influence of these ads on them.	Chose one advertisement and performed a role play of it. Then, asked the audience if they were influenced by these ads. (Advertising and role play strategy) Students enjoyed the experience of advertising and discovered how advertising can easily influence them. Individual decision making was developed.

Table 3. Reflective Case no. 3 Some Strategies Employed at the English Learning Institute (ELI)

Unit	Strategies Used in the Past	Improvement and Changes
I can describe a kitchen	<p>Students listened to the new words on the CD-ROM.</p> <p>Teacher provided support whenever needed.</p>	<p>Students listened to the new words on the kitchen, and practiced how to pronounce them individually.</p> <p>Students pronounced these words to the class and corrected each other.</p> <p>The teacher was a facilitator.</p> <p>Such strategies encouraged student-centered learning and increased students' participation.</p> <p>Students liked these strategies because this activity was funny when they learned about their mistakes. They were able to find out how to say/pronounce the words. These strategies portrayed a new way of learning and achieving goals.</p> <p>A few students were not interested in continuing the activity because they wanted to be led. They were fully dependent learners. Teachers should encourage them and try to improve their self-confidence.</p>

Unit	Strategies	Improvement and Changes
I can talk about university	<p>Students studied the glossary on the new words</p> <p>Students explained the meaning to the class.</p> <p>Students wrote the new words in sentences.</p> <p>Teacher checked their sentences.</p>	<p>Students studied the meaning of the new words in the glossary.</p> <p>Students explained the meaning of each word to the class.</p> <p>Students used each word in a complete sentence.</p> <p>The teacher moved around to help students.</p> <p>Such strategies encouraged student-centered learning and increased students' participation.</p> <p>Students found these strategies useful. Students understood the new words, acquired them, and used them in sentences.</p> <p>It was a practical activity that did not focus on word-memorization.</p> <p>A few students did not write sentences or did not complete their writing. They may have needed more time or support. It might be a good idea to scaffold</p>

them.

Students were enthusiastic to write more sentences on each word.

To improve these strategies, it is advisable to enable students to read or listen to other sentences as well as to correct their written mistakes.

Evaluation of Reflective Cases

Our experiences play a vital role in student learning and in teaching students in higher education. Looking back at the reflective cases 1 and 2, similar topics were compared, but various activities were done. For example, the personal story topics - the female group preferred watching some video clips and enjoyed relating this to their own life. The male group enjoyed putting things together or combining the pieces of paper to come up with one story with a moral or lesson. In reflective case no. 3, the facilitator used a new textbook with the PYP students. In this aspect, the facilitator made extensive reflections to improve his past strategies of teaching. It had been noted that there was an improvement in reflecting what had happened in reflective case 3. In short, the facilitator has gained more experience from conducting some reflections in his classes. These strategies were done by the writers in different locations and on different students, but both have become successful in improving their own strategies.

However, while critically analyzing the courses we offer in general, there is a need to improve our lesson plan each week. The female branch requires its teachers to have a Weekly Lesson Plan. We believe that careful planning can help ensure a successful running of the course. Based on the above three scenarios of teaching strategies in the past and that have been changed, ideally, the authors have finally decided to make improvements on some aspects of their teaching as follows:

- **Instructional design model:** This IDM is significant in determining what model is used in a particular lesson, such as experiential learning, Engaged-study-activate model (ESA), or Gagne's nine-events of instruction. This aspect is very important before planning various activities and assessments in the classroom. This becomes our model in teaching a particular lesson or topic.
- **Intended Learning Outcome:** The lesson plan should contain a specific ILO per topic or lesson to determine whether this can be achieved or not.
- **Content to be covered:** The content usually comes from the textbook, but we should consider various ways of delivering it.
- **Resources and Materials:** The use of PowerPoint, overhead projector, visual materials, colored markers, handouts or supplementary materials are all part of the resources which make learning possible and fun.
- **Teaching and Learning Activities:** These are activities specifically assigned to each lesson if necessary. Although most of the activities come from the textbooks, there are other interesting teaching and learning activities which can be created or found on websites.
- **Assessment:** Assessments incorporated in the lesson are used for practice purposes only. These can be in the form of assignments, writing tasks, or speaking tasks. For writing and speaking tasks, a rubric is designed for each activity.
- **Feedback/reflection:** There is a need to conduct a once-a-week feedback with students before starting a new lesson. In this way, we are guided accordingly in terms of missing items or methods to be improved upon in the class.
- **Evaluation:** At the end of class, a motivational question is asked of our students, to know whether they understand the lesson or not. As a form of evaluation, we also ask them to close their book and test their understanding of the lesson by testing them on the vocabulary or rules of grammar they have learned. Consequently, students have a better ability to recall or to retain this in their minds if asked again before the beginning of the next unit.

Our personal observation of the students is like an experiential learning. No two students are alike, but they have a similar purpose as to why they are in the classroom. Some of them are willing to learn English and some of them just want to learn some good vocabulary. Others want to learn English because they are planning to have an international business company in the future. Others also say that they just want to pass English because it is part of the curriculum. For many, English is not their major course, but they must at least pass the preparatory year in order to proceed to the next level of education. As stated earlier, Kolb's learning cycle is the so called "experiential learning." Our motivational strategy is different from each course and each level of students. There are also activities that are applicable in Reading and Writing but not in other skills. These activities vary depending on the kind of lesson, textbooks used, and the interest of students. Kolb (1984) illustrates the value of action research in teaching and learning and this serves as a spiral of action, consisting of four major components such as, planning, acting, observing, and reflecting.

Based on the four components mentioned above, we evaluated our individual teaching strategies. At the beginning of the term, we gave our students the learning style survey as part of the Quality Management System. These surveys were analyzed together with the students, so they could easily identify their learning preferences. After analyzing them, we tried to use some strategies that were appropriate for their learning styles. The weekly feedback for the teacher and for our students was brought by reflection. This reflection becomes very important in our day-to-day dealing with classroom situations in Reading and Writing classes. There is no perfect strategy for teaching, but we do believe that we can make a difference when improving our teaching methods, strategy, delivery, techniques, and approaches. If these things are done positively, and coupled with the right attitude to improve the learning of students, then, changes will really happen.

Part of the reflective teaching diary is to find out what is going on with our students. It is our responsibility to ask why they feel bad or unhappy. In two different classes for example, when they were asked about what they felt about their Quiz, the female group said there was a problem on study habits and the questions in their quiz seemed too difficult. On the other hand, the male group emphasizes that their problem lies on the level of difficulty of questions. Students had different answers to the questions and they seemed to have difficulty in allowing time for study due to these reasons. Reflective teaching is looking at what you do in the classroom and thinking about how it works, by analyzing and evaluating what had been done in order to plan on how to improve.

Reflective teaching is rather a process of gathering, recording, analyzing our thoughts and observations as well as those of our students, and then going on to making changes. If a lesson goes well, we can describe it and think about why it was successful, and if students do not understand a language point we introduce, we need to think about what we did and why it may have been unclear (www.nclrc.org/essentials/whateach/reflect.htm).

Carter, Curtis, and Lebo (2016) relate that becoming a reflective teacher is a complex work. They believed that a reflective teacher's work is an ongoing process of closely observing and studying the significance of various activities rather than just following pre-planned lessons and techniques.

Implications for Practice

Because of the above scenario, the authors have learned how to reflect and re-reflect on what has been done in the past. The importance of feedback seems strong because after we had reflected, we tried to utilize an informal feedback form, so we would be able to determine how they felt, what they felt about the lesson, and what else could have been done to improve the class. This idea went well and this action is considered reflection on action. Eraut (1994) stated that (as cited in Moon, 1999) "experience cannot be developed into appropriate learning if the learner does not intend to learn or if the flow of experience is too fast."

Teaching and learning must always be a two-way process. The students must be interested in learning while the teacher should be eager to teach the lesson. By incorporating all the theories of teaching and learning, we worked hard to improve our teaching. We also tried to impart our ideas to our colleagues and listened to their own experiences. We realized that we can also learn from them and capture all

those good experiences and practically apply them. Jasper (2003) mentions that reflection is a means of processing thoughts and feelings about an incident, or a difficult day and gives us a chance to come to terms with our thoughts and feelings about it. Therefore, reflection can also be challenging or difficult depending on how we deal with it. Jasper (2003) realizes that when you think and write reflectively as part of your academic studies, you are expected to record the process of your reflection, and identify and evaluate the learning that comes from it. Some samples of students' feedback after the re-reflection process were the following:

Student 1: "My teacher, learning English becomes easy with you."

Student 2: "I love groupings in this class because they are cooperative, friendly, and we can work together easily. "

Student 3: "It is fun to be in your class."

Student 4: "Your class is the best. Kindly just give us easy examples of vocabulary?" Thanks for being so kind to us.

Student 5: "You are such an impressive teacher, but sometimes, I feel shy in the class."

Student 6: "Thanks for everything. We did not learn English only but how to become successful in life."

Student 7: "I enjoy your teaching and being so enthusiastic to us, however; can you give us time for a break."

Student 8: "I love your class and I promise to study more."

Student 9: "You always make us happy, but please give us time to do our speaking task."

Student 10: "Your class is amazing! We all understand what you say, and how you say it makes us happy to learn from it.

The cycle of reflection in the teaching and learning process continues. As discussed earlier, students have individual differences; thus, strategies may vary from one section to the other. Identifying the level of students is important in order to align the teaching and learning activities to the students. After this, the whole class should be observed. If there are unusual reactions from them, it is necessary to ask questions and reflect with them as a group. In this way, students can plan together with the teacher. The teacher's intervention includes some solutions to problems and while this intervention is implemented, reflection is always part of the process and evaluation can easily be done through this cycle.

Some examples of actions made during the conduct of this study were: the use of a feedback system, creating a *WhatsApp* group with our students using an English-only-policy, weekly monitoring through oral interviews, journal writing, and conducting extra instruction time. It is expected that not all actions are considered excellent, but these steps are taken to improve student learning. During the implementation, these steps were found to be effective in evaluating some entries in the RTD.

Conclusion and Recommendation

As a result of this reflection, the RTD is a tool which can be utilized in improving the teaching and learning process. Reflective practice allows instructors to consider some questions that will eventually facilitate the improvement of teaching and learning. Once all these improvements are recorded in the RTD, annually, teachers will be grateful to have these improved and developed. Personally and professionally, we would like to recommend the following:

To English Teachers of the Royal Commission for Jubail: Teachers should use the Reflective

Teaching Diary (RTD) in order to find out what went well in the classroom, what problems were encountered, the possible solutions made, and how to improve on them again in the future. It is important to document what they do and do what they document to facilitate the analysis and interpretation of data.

To the Management of the Royal Commission for Jubail: The management should encourage teachers to conduct research by giving them time to perform this task. This will also help the management to reach the target on research aspect in the Key Performance Indicator (KPI) of the English Department. One solution to this is to review the curriculum and include the most important courses to be taught by teachers. In this way, teachers have ample time to conduct research.

To Other Language Teachers in the Kingdom of Saudi Arabia: This is to recommend that this paper will be presented in a formal forum first in the authors' respective institutions followed by presenting it to other institutions. This will give the English teachers idea on how to make reflections in the language classrooms.

To All Students of the Royal Commission for Jubail: Students should learn how to make reflections in their own learning by recording or documenting what they do, analyzing the same, and finding solutions to problems encountered in their college life. In this manner, students will not be taught to become reflective academically but personally in dealing with their life.

Finally, it is also recommended that this paper should be elevated into a much more detailed research in the future.

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