

Reflective Practice in the Growth of an Effective EFL Teacher: An Autoethnography

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Abstract

Reflective practice aims to aid the growth of any teacher while pursuing their career as a target language teacher. The study generated initial themes on the different phenomenal impacts of reflective practice on teaching second language and solving issues in the EFL classrooms. Then my accounts as a student of teacher education mirrored the reinforcement of motivation, teacher identity, and resilience while addressing my classroom puzzles. Finally, the article divulged the contributions of reflection in teaching target language, critically analyzing the researcher's personal experience of everyday challenges of teaching a second language and interpreting its connection to the learning outcomes of the learners and myself as an EFL teacher. To bring this insider knowledge of the teachers in Bangladeshi EFL classrooms, the research used Autoethnography as a qualitative research method, where the researcher became the participant, recording the self-narratives over two years during the master's degree in English Language Education, particularly six months of teacher development and six months of Action Research. Thus, my paper envisions the topic of teachers' reflective practices for wider reach, contributing not only to the development of a teaching pedagogy but also to the incorporation of Reflective Practice in the education of teachers' professional programs.

Keywords: *Reflection, reflective practice, teacher education, target language teaching, teacher professional development.*

Introduction

It is true that “Education does not make us educable. It is our awareness of being incomplete that makes us educable. And the same awareness in which we are inserted makes us eternal seekers” (Freire, 1998, p. 58). That’s why an unsatisfying thirst for upgrading myself as a teacher pulled me again to study another master’s degree after having my second master’s in Education ten years ago. While doing my master’s on English Language Education in 2020 during the pandemic, I first came to know about the benefits of writing reflections. In the first semester of the academic writing course, we, seventeen student-teachers, used to write reflections for each class and submit them to Moodle (LMS) so that we could read each other’s reflections. We were instructed to make a portfolio at the end of the semester, which was a little bit of a wearying task

(Mann and Walsh, 2013), but very useful for formative assessment. For the two years we kept writing reflections following the instructions of the course tutor, who always inspired us to be reflective. In the third semester, we ran an action research on our classroom issues. The action research intrigues a teacher to be reflective, keeping a record of all the procedures, interventions, and the small changes that impact positively or negatively on the behaviour of students.

Schon (1983) similarly emphasizes the reflective practice in action and refers to the “inquiry into the epistemology of practice”. The novelty of this study is that it is a “personal narrative” on “Reflective Practice in teacher education” where both the term “can evoke deeper parts of the self, heal wounds, enhance the sense of self – or even alter one’s sense of identity” (Richardson & St. Pierre, 2005, p. 965). The quote encapsulates the essence of reflection to make a better version of anything.

Jones and McLoughlin (2007) followed Biggs (2003) to advise the teachers to be reflective. They stated that it consists of three factors- using one’s experience to solve a classroom puzzle, possessing a thorough subject knowledge to offer help to the learners with a clearer concept, having ability to ponder over the reasons behind the failure of a given lessons, and to find a way to intervene with a new strategy. The teacher keeps looking at what the students do, what they achieve, and links that with their work (Biggs, 2003), and needs to record for reflection on this ongoing cycle to be an effective teacher.

Teachers’ professional growth can include a broad research attempt, but the present study only examines the researchers’ narratives to explore the process of shaping teachers’ identity and enhancing competencies as second language teachers through reflective practice.

Origin of Reflective Practices

It is only since 90’s the idea of teacher development started to shape in a new perspective as learning of teaching rather than as a teaching of teaching. Reflective Practice (RP) has become a lens of constructing the teacher identity and enhancement of teaching learning through experience (Hung, 2008), though RP for self-guidance was previously used by an ancient Roman emperor named Marcus Aurelius in “The Meditations” on his campaign between 170 and 180 AD (Mac Suibhne, 2009). In his writings, he remarkably emphasized the importance of maintaining focus and avoiding distractions, all while upholding strong moral principles as a good human being.

Reflective Practice refers to offering critical attention to the practical values and theories that yield everyday actions, by testing practice reflectively and reflexively, leading to the development of insights” (Bolton, 2010). The book by Bolton explores reflective practice across a range of diverse fields. She ascertained here her creative methods in order to enable the students and professionals to conduct a deep, sensitive, and critical examination of their practice, to transform their feelings about past events, and to learn from each other. A very prominent figure in the realm of teacher education of Bangladesh, Arifa Rahman (1999) claims, “curriculum developers have started to recognize and take into account the intricate and complex nature of teacher

thinking. This has prompted mainstream educational research to recognize what is variously termed teacher thinking, teacher perceptions, and teacher cognition" (p. 76), and she emphasizes the practice of being reflective.

Language Built Identity

Reflective Practice by teachers on how to teach can be instrumental for the PD of teachers. Nones-Austria (2011) in her doctoral dissertation "*Surviving and thriving: A narrative inquiry into the lives of five Filipina teachers in a US urban school district*" claimed the rewarding outcome of reflection and admitted that in the following excerpt:

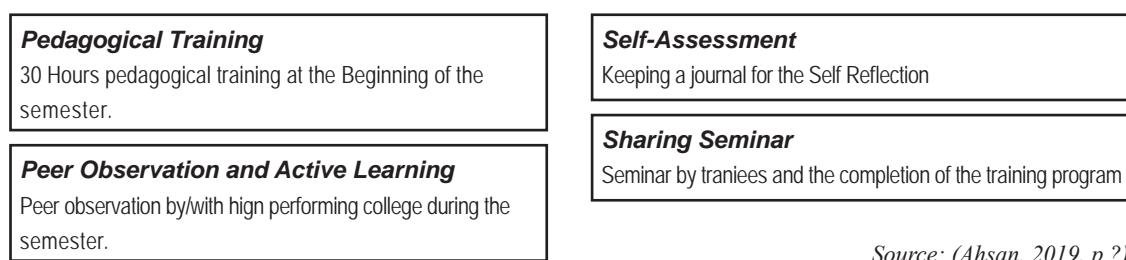
“... this study made me realize that even though Flordeluna, Halo, Naruto, Ligaya, and I came from a similar cultural background, each of us has different—a) experiences in teaching and learning, b) influences from family and friends which shaped our identities, and c) professional influences such as teachers, mentors, students, parents of students, and administrators that contributed to our professional identity (trans) formation. Through this study, I began to understand my inner self, including my frustrations, passion, and yearnings I never thought I would share with anyone” (p. 395).

Reflection helps us hold a mirror to the person to construct and reconstruct the teacher identity and facilitates an opportunity to look through the whole past incidents and to judge them and relearn from the mistakes that were made by us unknowingly and unconsciously, leading to a sort of professional awareness.

Reflective Practice in Bangladesh

In the teacher training programs, the teacher trainees are expected to develop a personal teaching philosophy, prepare a teaching portfolio, and produce a series of reflective pieces following their teaching (Ahsan, 2018). The paper “Innovation in Teacher Training at Higher Education in Bangladesh” (Ahsan, 2019) highlights the significance of keeping a journal for self-reflection to assess teachers’ pedagogical and skill development.

Figure 1: Teacher Training Model.



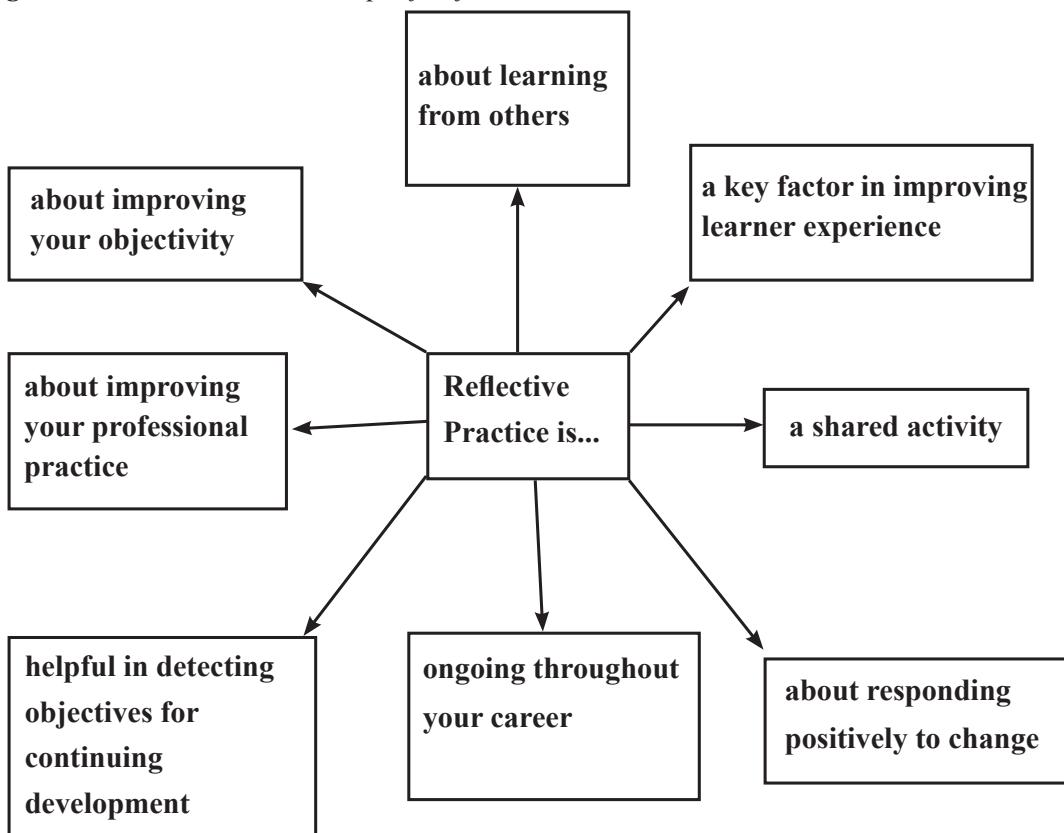
Source: (Ahsan, 2019, p.?)

However, the study did not explicitly focus on participants' practice of reflection and its benefit of bringing success in the program, as they aimed at creating a pedagogical model for their university in order to build a culture of continuous professional development for teachers. This shows that there are only limited researches that discuss the effectiveness of reflective practice associated with teacher development in Bangladesh.

Theoretical Framework: Reflective Practice

Reflection plays a major role in teacher learning cycles. Kolbs (1984) also put reflective practice as one of the four stages in this cycle (Appendix: Figure 3) when a teacher engages in Professional Development (PD). The reflective practice can be analyzed by two perspectives – firstly, Schon's theory on the use of reflective practice to bridge the knowledge gained from academia and the intuitive wisdom applied in the professional field, and secondly, Foucalt's post-structuralist notion to describe the everchanging society and its transforming demands with the time (Foucault, 1968). Identity formation theory provides a framework to examine identity from a person's daily experiences and interaction with others (Connelly & Clandinin, 2000; Dewey, 1938, as cited in Clarke, 2011).

Figure 2: Donald Schon's Concept of Reflective Practice



In My Pedagogical Creed (1897), Dewey enumerated his beliefs including the view that “the teacher is not in the school to impose certain ideas or to form certain habits in the child, but as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these”. Based on his principle of “learning by doing,” student engagement in the learning process is the core of Andragogic strategies. The educational model here is self-directed learning with the learner triggering meta-cognitional events that, by self-reflection, may modulate changes in practice (Kirkpatrick & Mackinnon, 2012). Schon (1983) observes that many professional education courses have yet to recognize the nature of professional practice and use a technical-rational approach that emphasizes procedures for solving well-defined problems with unique solutions. He argues that a more appropriate model for professional education can equip student-teachers to become reflective practitioners to deal with the multi-faceted problems emerging in the classrooms.

Methodology

Using the approach of Narrative inquiry, this study followed the research method of autoethnography.

It is emerging as an established research genre in TESOL research and practice (Canagarajah, 2012; Lapidus, Kaveh, & Hirano, 2013; Yazan, 2018, 2019, as cited in Lontas, 2020). During my in-service professional development program as an L2 teacher, I became reflective and related my perceptions and experiences of teaching to my new learning in the teacher education program, which helped me to reflect and construct my beliefs and attitude, and ultimately played a role in my teaching career development. As an autoethnographer, I valued my personal experience as a legitimate source of knowledge since personal stories play a crucial role in understanding the cultural, social, and political norms (Ellis, Adams, & Bochner, 2011). The EFL classroom in Bangladesh still embraces the traditional methods of teaching, resulting in a poor impact on the learners of the English Language, and it ultimately demotivates the teachers of the English language. So personal experience of the researcher as an EFL teacher in Bangladesh bridges the gap between researcher and the researched, allowing for “an in-depth analysis of personal narratives as reflections of larger social Phenomena” (Chang, 2008, p.43). I believe that through this autoethnography entry, the readers can experience something new, which is, in other words, to feel, to learn, to discover, and to co-create (Ricci, 2003, P. 594). Because the study of self means the study of people, and their culture, and again, the self-narratives are not stagnant, but open to re-understanding.

Data Generating Approach

In carrying out the study, I decided to take my narratives to generate information. Primarily,

I divided my reflections into two: on action and in action. Reflection on action includes my recollection of my experience that I was assigned to reflect time to time by my tutors while doing classes and after classes during the teacher education program. Again, reflection in action comprises the reflections written while conducting Exploratory Action Research (EAR) in 2021 in my EFL classrooms under the supervision of my course tutor.

Intending to reach my determined exploration, I brought the excerpt from my reflective practices as an ELT teacher – stories of bringing new ideas into the lesson, resilience, barriers, handling of those barriers, and failures and successes over all. I attempted later to focus on analyzing how the reflective practices have an everlasting impression (Thirumalai et al, 2019) on my teaching practices and my overall growth as a professional teacher.

Dairy-writing or everyday journaling as a reflective tool for language teachers in a language teaching program can give information about insiders' observation of individuals' experiences in the EFL classrooms, supporting classroom research and enhancing teachers' growth (McDonough, 1994). I managed to bring my journaling as stories to make it more human and to gain a better understanding of society.

Research Questions

Placing the self and insider me in Bangladeshi EFL classrooms perspectives in the research, this autoethnography research attempted to explore the following questions:

1. How can we use insider knowledge to explain reflective practice?
2. How does the reflective practice as a technique contribute to the professional development of ELT teachers?

Findings

During my 2-year Master's program in English language education, we were under two types of Reflective Practice (RP) – Reflection on Action and Reflection in Action. The first one, we did in class when we were asked to look back at our classroom practices regarding a certain issue related to teaching L2. We are assigned to do both verbal reflection during the class and write a journal immediately after the class. It still rings fresh in my brain as my tutor says after each class:

“Before you go to bed tonight, please write a couple of paragraphs reflecting on today’s lesson-

1. What happened from the beginning till the end?
2. How did you feel during the lesson?
3. What were you thinking as you were attending the lesson?
4. What was the main learning today?”

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That was the first time I heard about “Reflective Practice” as a technique for sustaining the learning process, and I perceived it very imperative, as I knew if the teacher did anything, he meant it for the betterment of our learning. He was serious, and we all students also knew that it would be marked as a formative assessment. However, it was not that I was doing this practice for the first time. I did this back in 2010 when I happened to be lucky enough to participate in a teacher development program organized by the government for the in-service teachers. After the training, when I got back, my principal asked me to submit a report on my takeaways from that 24-day-long training program. I perceived the reflective practice in the beginning as just a formal process. But I realized its significance as I looked back again and again at the report for the content and idea I needed for my classroom practice later.

Insider Knowledge: Benefits and Hurdles of Reflective Practices

This auto-ethnography aims to share the insider knowledge of a common Bangladeshi English language teacher who wants her voice heard, and for that, she is understood to have at least a standard knowledge of Pedagogy and the power of analyzing herself as a person and a teacher. The following excerpt describing my attitudes towards teaching will demonstrate the authenticity of my narratives.

Excerpt 1 “I started my teaching career in a very reputed English medium School in our city and taught English there for seven years. I observed my students in higher classes showing high efficiency in English but very poor in their mother tongue. They may be 10%, and the other 90% of my students remain mediocre both in their mother tongue and the target language. This phenomenon of the English School disappoints me a lot. When I moved a local Bengali medium institute from class 6 to 12, I found the students of classes 11 and 12 were very poor in both Bangla and English, especially reading and writing, as these skills are measured in the board exams. I discovered many loopholes in the curriculum and books prescribed by the Board. I found that there are three streams in our education system, which are different from each other. But if we can make it in one stream with our curriculum strong, books standard, and teachers dedicated and trained, the result will be tremendously wonderful. But I am an unheard teacher whose innovation in classroom teaching is sometimes criticized by colleagues and sometimes by the parents themselves. So I decided to upgrade myself in this area in order that I can attain expertise and contribute to curriculum making, and so that I can write my article or even write books for my children. M.Ed. in ELT is the best program that can offer me to travel in my chosen area confidently.”

The extract above was the answer in the entrance test online when I was asked why and how I decided to be part of the program at my university. I reflected, and my identity, expressing my beliefs, values, and commitments to my job, was unveiled.

At the very beginning of the MEd in ELT program, the teacher-students were introduced to the concept of RP, and inspired to come up with their voice to define an issue they found in their

classroom while dealing with their L2 learners. The student-teachers began the course and their EFL classes at the same time, and kept writing on their experience as they learning to teach and applied those in their teaching in the classrooms. There were mainly two ways of reflecting practice in the class – one, verbal reflection, and the second, journal writing.

Reflection in Action: Verbalization

In the class of Critical Tradition in English, the tutor made us read “Teacher Man” and reflect in the class, making a connection with a similar experience I went through in my class. I remember what I reflected on with the resilient part of the teacher man, where Frank McCourt struggled to establish himself as a teacher and became famous later by writing a story about his teaching journey. We were assigned to interpret Teacher Man, relating it to the literary theory. I connected the reading of “Teacher Man” with that of the post-structuralist theory. I studied the works of literature to present my reflection verbally and found “A Postcolonial Reading of Frank McCourt” by Yena Wu to get ideas. RP being diversified must not always be writing journals. In the reflections on group work, my partner arranged a quick quiz, and before that, one presented the summary.

Verbalized retrospection of other classmates helped me to relate the “Teacher Man” with other literary theories. They also made the emotional and psychological connection between McCourts’ handling of students with their way of handling students, parents, school leaders, and other stakeholders. Almost all tutors in the language education classes engaged the teacher-trainees in reflective talk (Farr, 2011). Verbal reflection is a fun and works as a catalyst in collaborative learning making effective tool (Beddall, 2015) for the RP process.

However, the hurdle for the promotion of RP in teacher education in a large class setting can be crucial (Clarke, 2011) for the tutors or teacher educators to keep up with emerging topics of teacher talks, needing control over them. The tutors need to be prepared to guide the trainee teachers in the program, making them habit to journaling.

Journal Writing

In 2020, when I enrolled at KU for MEd in ELT, I first started to write a reflection for the course of Academic Reading and Writing. For sixteen classes in the first semester, I wrote 16 reflections regularly for each class. He made it mandatory to write a reflection on the class that very day and submit it on Moodle (LMS). We used to read the writings of others and comment on them. The following is from the collection of my reflections that were collected from the portfolio I was assigned to make for the course.

Excerpt 2 (on action)

“The teacher demonstrated the aspects of journalistic, academic, nursery, and novelistic writings,

taking topics from the same text seamlessly. Then it was the teacher's ingenuity that we were taken to the target field of academic writing, where we are taught the structure of a paragraph – the topic and the controlling ideas of the opening sentence, the supporting sentences, and the concluding sentence.

The class was eye-opening for me. Because I used to teach paragraphs to my students by giving the points on content only, and for structure, I used to provide a model of a similar paragraph. The reflection on my unlearning and relearning made me conceptualize the idea on the way a paragraph should be structured.”

According to McDonough (1994), writing journals facilitates teachers' awareness of hidden attitudes and common beliefs regarding day-to-day teaching techniques. I analyzed that I learned, unlearned, and relearned to acquire some skills that I had learned before wrong. After the reflection both in class and after class, I became a more confident teacher in teaching writing effectively. However, journal writing can be a tiresome job or “increasing chore” (Beddall, 2015) for anyone like me who has other household chores to do after taking a three-hour class in the evening. I observed that my classmates also struggled to be consistent in maintaining the task of journaling regularly.

Resilience: Managing Protest against Changes

The situation in the language classroom compels the teachers to be resilient, using the classroom hurdles as stepping stones and upgrading themselves as EFL teachers. The next extract 3, I have chosen from the course of Teacher Development, where the tutor targeted to give a lesson on the teacher's power of resilience.

Excerpt 3: (on action)

“In 2014, the next year of my joining a local college (my present institution), I introduced a book reading competition in classes twelve and eleven in my institution. I got a positive response from the administrator- the school leader, but struggled with the mindset of other stakeholders – parents, students, and teachers. Similarly, the mentality of my colleagues went against the co-curricular activities (debating, essay competition, and presentations on different themes, etc.), which I was trying to implement for my students to ensure their L2 language competencies. The teachers in my institute are not familiar with this type of activities, which play a strong role in putting the students on a solid ground and bringing the expected changes gradually. I felt hurt to see the animosity of my co-teachers against every step I was taking. The insults in many formal teachers' meetings are still fresh in my mind, including the allegations that I engaged the teachers unfairly while they have other tons of professional pressure. However, it was the school head who assigned me the task to coordinate different activities like debating, book reading, and general knowledge competition, making quizzes that integrate all the subjects the students are

reading in each class.

Moreover, the resilience to handle the parents' mentality has been tougher than anything else. For many of them, they think that the learners only need to focus on textbooks to pass and to get a GPA of 5 in the board exam, and the guidebooks that guide them to ensure the expected result by the recurrent question topic. Many students could not participate in the book reading activity due to either the opposition from the parents or their not being accustomed to reading itself. But the collaborating organization running the reading competition expected at least 50 participants to start the program in our institution. I got only 40 enthusiastic students and paid for the rest ten myself to initiate the program for the first time.

The forty participants had been reading three books by turns for six months. But the tasks of managing the work of distributing books and collecting books were difficult. I also took classes on those books to make the vocabulary and characters in the novel clear to them. Furthermore, the participants were motivated when they heard they would get an international certificate if they could score 75% marks. The first-year activity was a huge success with many students' labored effort in acquiring the certificate on reading skills."

Here, we can align with Ellis (2016) when she explores that in this reflexive practice of autoethnography, "we challenge our own assumptions, asking over and over if we have penetrated as many layers of our own defence, fears, and insecurities as our project requires (p. 10). After five years of all these happenings, the retrospection compelled me to be charmed at my own potentiality and eagerness of my intention to lead something new in my teaching, facing all the adversities.

Translating Policy into Practice (in Action)

RP intrigues teachers to ponder over the issues they find while teaching in the classroom and discover the reason behind them. It is obvious to gauge the learning outcome of the pupils to ensure a fruitful teaching of the lesson. Assessment for learning constitutes a major factor for quality education. In Bangladesh, though the national curriculum of 2012 emphasized formative classroom assessment, our teacher education pedagogy failed to translate the policy into practice and hence resulting in more importance on summative, ignoring continuous practice in the classroom (Ahsan, 2018). In 2021, I first came to know about exploratory Action Research (EAR) in the third semester of my post-graduation in English Language Education.

Excerpt 4 (on Action)

"The new semester begins with new subjects, and here we have Action Research, which took me to the memory of the RELO-NELTA Webinar, 2020 virtual conference. There I first listened to Dr Ramin Yazdanpanah and his presentation on Action Research. So, I feel fortunate that

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this semester, our tutor is leading us in an Action Research. From the class, we come to know that this research is very significant for continual professional development, solving problems, introducing innovation into the system, and a means of bridging the gap between theory and practice. The class also reminded me of the training on problem solving and critical thinking.”

The reflection on the first day session of the course- EAR, I related what I learned about it before, and what I needed to know more about to be a classroom researcher. Journaling everyday issues and success in conducting class, and judging my performance in bringing the expected learning outcomes, is the core of the exploratory action research. The next excerpt is from the reflection on EAR.

Excerpt 5 (in action)

“Our teacher arranged a Google form where we contributed writing three problems as we normally face in our class. There will be one of the three problems that we are going to find a solution to in our action research. I am really excited to be involved in this research category because, according to some researchers, it is difficult to grasp or explain the concept until one is involved in the process of doing it. It is in the doing that it starts to make sense, and the concept becomes clear.

There are two new words I learned practically – intervention and epistemic evaluation. The word ‘intervention’ means, in this case, to change the world positively. Another is ‘Epistative evaluation’, which means to assess one by comparing one’s performance in the beginning with the performance after some time to determine the growth as a learner or a teacher.”

The excerpt justifies the significance of journaling the students’ progress to measure the effectiveness of conducting a lesson in a classroom setting and bringing changes in the process if it is necessary. For the next three months, all the teacher-students became classroom researchers and started to keep records of all the things happening in that particular class. Thus, it necessitated writing a journal for every class, and they are called reflection in action.

Exploratory Action Research

The classroom research we did as trainees in the third semester made us innovative to ensure better learning outcomes in the EFL classroom. According to Gnawali et al. (2021, p.?), “the purpose of such research is to improve classroom practices by exploring classroom issues in understanding the causes as well as devising and implementing intervention strategies to address them.” I determined to conduct an EAR to solve my classroom issue: why do most of my students prefer memorizing or copying from other resources for their writing activities? During the pandemic in 2021, the Education Ministry of Bangladesh introduced an assignment system to make the learners engage in the study and assigned the students of different classes to write

paragraphs, summaries of the stories, speeches, and essays in English. The higher secondary students got the task of writing a summary of a given story named “The

Luncheon” by William Somerset Maugham. They also got rubrics with specific guidelines. However, when the assignments arrived, I was overwhelmed with frustration. For my students’ writings were mostly copied from the guidebooks or the online materials already uploaded on different educational sites. Though I took a couple of classes online, giving input on the story, they were not confident enough to write their own.

Excerpt 6 (in action)

Initially, I shared the idea of conducting an action research with the principal and other stakeholders of the college, especially with the learners of class eleven. They agreed to be part of my classroom research. In this classroom research on how to improve higher secondary students’ writing skills, my research questions are:

1. *What are the reasons for students’ unwillingness to write on their own?*
2. *Why do they copy from the guidebook and online materials?*
3. *What are the difficult areas that the students face while writing their own?*
4. *What can be the missing areas of the teacher in offering teaching input?”*

The articulation of my thought constructed the concept of my exploration, making it clearer and vivid to facilitate its implementation (Hung, 2008). I tried to keep a journal of all my steps and reported to my tutor as preliminary, intermediate, and final. The classroom research consists of two parts: diagnostic (Exploring the causes behind the issue) and therapeutic (the action plan for intervention). The following excerpt exemplifies the diagnostic part where a teacher wants a change in the learners’ learning outcome.

Excerpt 7 (in action)

“The process of triangulation- peer observations, surveying the students, and Focus Group Discussion (FGD) led me to look at my classroom puzzle from three main points of view, and I got the following suggestions:

- *Peer observations: The students lack the knowledge about the structures of the writing genres, like paragraphs, speeches, essays, and summary writing.*
- *Surveying the students: The learners want to write their own, but they have weaknesses in vocabulary, sentence structure, and grammatical accuracy.*
- *Focus Group Discussion (FGD): Real-life related topics can motivate more of them to write independently as the content of the writing is familiar.”*

The therapeutic part remains a great factor for measuring the students’ performance, and this

assessment for learning determines what interventions are successful for a particular group of pupils. A teacher needs to reflect on every action, and this helps her find out the way to assist the learners in their betterment. The practice of keeping records (Figure 4) helped me always be on track. Keeping students' difficulties in mind, I have used scaffolding techniques like classes on vocabulary, generating ideas from a topic, paraphrasing, and parallel writing in the intervention part. Ellis (2004) suggested having people depicted as characters, some sort of tension that points the story towards the temporal moving of events, with a moral in the autoethnographic entries. Like her, I also took permission from my students that they would be part of my research and my memoir later, which is an autoethnography. With critical ethnography comes self-reflexivity, and being critically reflective intrigued me to put my feet into the students' shoes to understand their joys and woes during learning a second language. They produced a paragraph as an assignment, and I discovered depressingly that most of the students wrote paragraphs in many split paragraphs. Observing their errors, I organized a remedial class.

Excerpt 8 (in action)

“In the remedial class, I explained the structures of paragraphs and essays. In October 2021, my students returned in face-to-face mode. They were assigned a new task to write a speech as a mayoral candidate. This time, I used a technique of parallel writing with a framework of elements of a persuasive speech, and was amazed to find the students writing their own. The findings of this classroom research suggest facilitating more free writing classes, providing opportunities for practising all four language skills (listening, speaking, reading, and writing). Use of the Project-Based Language Teaching (PBLT) in groups or pairs has also brought a big change in enhancing the writing skills of my students.”

Reflection in action benefited me to be more confident as an EFL Teacher. L2 learners' mistakes of grammar in writing and errors due to their ignorance that a paragraph should be written in one continuous paragraph can be corrected by observing the behaviour of the students and looking back again and again at their performances. But it is not linear, rather cyclical and necessitates a continuous process of reflecting and assessing, and coming back with remedies.

Discussion

As I opened the portfolio of my reflection, the written reminiscence cascaded innumerable memories, and most surprisingly, the words I used in my retrospection overwhelmed me. It is like grabbing the words from the air of the past while I was speaking to my teachers and my classmates in class. That's how it is possible to bring the own feelings and knowledge as an insider into the autoethnography. Reflective verbalization and journal writing help the teacher-students learn from each other and give scope to revisit the lessons already taught in the class, constructing teachers' identity and resilience with firm determination.

Reflection Tasks in Teacher Training

An approach to teaching adult students is to put them at the center and give them a platform to raise their voice. It is also called a humanizing approach to teaching, which makes a way for the participants to share their feelings. "This differs from the expectations traditionally associated with learning environments due to their dehumanizing and naturally hegemonic example" (Clemons, 2018). I used to feel very much prioritized when the professor asked me, along with others, what I felt about a certain topic which I had already read in the literature, whether I could connect it with my practice and perceptions to stimulate RP (Singh et al, 2020).

Reciprocal Learning from each other in reflective sharing in class humanizes the learning and upgrading process of the practicing teachers, maintaining sustainable teacher professional development (Thirumalai et al, 2019). The LMS online helped the teacher trainees to read the reflections by others. But it is also observed that I did not always find the task comfortable because I have other things to look after, being busy in a three-hour online session every five working days. But barely any can deny the transformative power of this incredible tool.

Framing Teacher Identity, Beliefs, Attitudes, Ethics, and Resilience

RP displays a responsible act bringing cautiousness against bias or discrimination in the performances of the teachers and encourages looking at the activities from different perspectives regarding teaching and experimentation.

The unprecedented event COVID pandemic that the world noticed in the two years of 2020 and 2021 was a phenomenally terrible and horrifying experience for nearly eight hundred crore people, and it does not need any citation to claim because it is my narrative too. Just as Foucault (1976) mentioned the image of water flow that when it gets barriers in its way it just splits into different more paths and may create hundreds more forked streams, the same happened to all of us who suffered this bizarrely prodigious occurrence and came out with versatilities naming the abnormal a new normal. The happening outside shook us inside too, and like everyone, I also found time, space, and power to hold a mirror and rediscover who I am. It told me that I am a teacher and my loving area is to recreate the same moments in more creative ways with my youngsters in the new normal classroom. The flow has created a better version of me with a sense of evolution and development (Moon, 2004). The transformative power of RP brought resilience, which is really remarkable.

One of the teacher development course tutors said that being a teacher means also swimming in the pond of ethical values because a teacher must set an ethical example in the manifestation of his/ her personality in every sphere of social, professional, and personal performances. Reflecting on action, what happened inside and outside of the classrooms brings an evolving capacity of resilience (Skovholt, 2001), leading to flexibility, practicality, professionalism, and sustainability in attitude and beliefs as a teacher.

Justification of Reflective Practice

I am writing this paper as an assignment for Teacher Development and have chosen to talk about RP and its fruitful implications (Schon, 1987) in my practice as a target language teacher. The first extract, which I included here at the beginning of the findings, can illustrate the justness of the RP I uphold in this study:

"I am an unheard teacher whose innovation in classroom teaching is sometimes criticized by colleagues and sometimes by the parents themselves. So, I decided to upgrade myself in this area in order that I can attain expertise and contribute to curriculum making, and so that I can write my article or even write books for my children. M.Ed. in ELT is the best program that can offer me to travel in my chosen area confidently."

Biggs (2003) maintains that being in the habit of reflection is an ongoing cycle in which we keep looking at what learners do, what they achieve, and link that with what we are doing. The effective teachers get to know the students as learners very well. The written journal recorded my feelings of the situational victory and failure of my pedagogical practice and gave an opportunity to look back and peek into the true teachers' feelings as well as the learners' feelings to justify the RP approach and its effectiveness in a particular classroom situation. However, despite the vital contribution to the success of the studentteachers in the workplace, RP is not without criticism (Cowan, 2006) and to ensure the quality of student-teachers reflection, the tutors of higher education require to plan an appropriate task (Cowan, 1998) how to reflect for the maximum learning outcomes. Ellis (2004), a leading proponent of Autoethnography, raises the moral and ethical issues of this intimate method of research, but she weaves a humanistic approach, bridging the gap between the research and storytelling. My story in the form of an ethnographic study brought the insider's story to the forefront to report it back to our own culture through the lens of interpretivism and critical inquiry. RP assists the teachers to construct and coconstruct the classroom realities that are not stagnant rather need mindfulness through reflection.

Conclusion

The study presenting my reflective practice confirms its merits in the professional development of English teachers. The essay reveals my journey towards further improvement as an EFL teacher and how RP helps teachers strive, both as in-service trainees like me and as classroom researchers. Reflective verbalization and journal writing were both instrumental in constructing my knowledge, attitude, and identity as a teacher and successful solver of classroom issues. Reflective practitioners can have some information from this study, and the curriculum developers of pre- and in-service English teacher training can include reflective practice in TPD in a systematic way. As for the implications for language teacher education and target language education, this qualitative research recommends using RP for learners, teachers, teacher educators, and relevant stakeholders for deepening our understanding.

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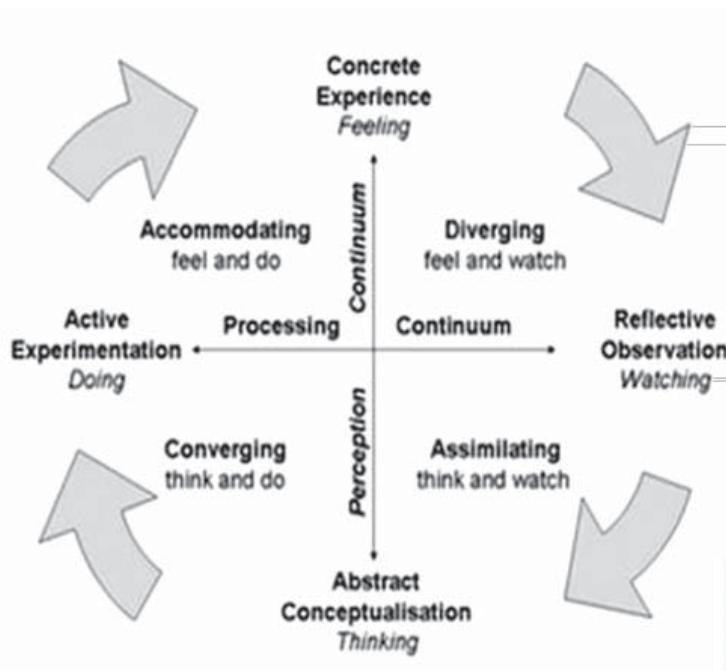
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Figure 3: Four stages of the learning cycle



(Kolb, D. 1984).

Figure 4: Record of EAR in Language Class

Name	-----
Date of the activity	13 December, 2021
Place of the activity	Class Eleven, Zoom
Date reflective note completed	The same day
Name and description of the event	<p>Paraphrasing</p> <ul style="list-style-type: none"> ➤ Students were provided with a sample of summary of a poem that was explained previously. ➤ They were given a vocabulary chart with synonyms. ➤ They were asked to replace the words from the chart and use the alternative sentence patterns. ➤ They produced their own writing by using the technique of paraphrasing.
Describe how your own behaviour will change due to this event	<p>I need to focus on</p> <ul style="list-style-type: none"> ➤ vocabulary with synonyms and antonyms ➤ Sentence transformation rules
Issues that arose due to this event/experience	<ul style="list-style-type: none"> ➤ Grammar items like transformation - Affirmative to negative can be more effective if we can show the use in writing lessons, like summary writing. ➤ When one student wanted to know the synonym of a specific word, I asked him to search on Google. I think it can enhance self- learning. Because the teacher will not always be there to scaffold. Next, I thought to include searching word in Google or using mobile apps in the instructions.
Learning needs	<p>Vocabularies, Useful sentence patterns for paraphrasing</p>
My objectives	<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ Write their own using synonyms ➤ Make alternative sentences using transformation rules. ➤ Write a summary following a sample.

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