

CenRaPS Journal of Social Sciences

International Indexed & Refereed

CenRaPS
Journal of Social Sciences

ISSN: 2687-2226 (Online)

<https://cenraps.org/journal/>

OPEN  ACCESS

Original Article

10.65826/CenRaPS.8.1.1.180

Reflective Teaching of English Language at the University Level in Bangladesh: Perceptions, Practices and Prospects

Mohammad Golam Mohiuddin

Assistant Professor, Department of English, Green University of Bangladesh, and
MPhil fellow, Institute of English and Other Languages, University of Rajshahi,
mohiuddin@eng.green.edu.bd

Abdullah Al Mamun

Professor, Department of English, University of Rajshahi, aamamun.english@ru.ac.bd

M Shahidullah

Professor Dr., Department of English
Green University of Bangladesh and Dean, Faculty of Arts and Social Sciences,
msullah1956@gmail.com

Abstract

Being an approach to critically assess teachers' teaching methods to enhance student learning and teachers' professional development, reflective teaching (RT) is recognized as a valuable tool to improve teaching quality, especially in skill-based disciplines like English. However, the application of RT in universities in Bangladesh remains limited. This study investigates the perceptions, practices, and prospects of reflective teaching among English language teachers at the university level in Bangladesh. Using a mixed-methods approach, this research explores how English language teachers perceive RT, how they implement it in their teaching practices, and the challenges they face and its prospects at the University level in Bangladesh. Data were collected from 100 English language teachers across public and private universities in Bangladesh through surveys and in-depth interviews. The findings reveal that although teachers acknowledge the potential benefits of RT, its consistent use in English language classrooms is hindered by several challenges, such as heavy workloads, large class sizes, and a lack of institutional support. The study recommends that universities in Bangladesh integrate reflective teaching into the English language curriculum. The study also recommends providing targeted faculty development programs on RT, especially in the context of language skill development, as it is crucial for improving teaching practices. Additionally, reducing teaching loads and offering institutional support for reflection could help overcome the barriers to RT. With these measures, reflective teaching can be effectively incorporated into English language education at the university level, leading to enhanced teaching practices, improved student outcomes, and better professional development of teachers.

Keywords: Reflective teaching, teaching practices, student engagement, language skills, professional development

1. Introduction

ELT literature and global ELT experience clearly suggest that effective teaching results from teachers' self-assessment and self-reflection. It is argued that Reflective Teaching (RT) enhances students' learning outcomes and teachers' professional development. Orakcı (2021) claims that teaching practice, evaluation, assessment, and measurement are significant to determine teaching and learning mechanisms. Therefore, reflection is the key to the process of growth and development for both teachers and students. According to Suphasri (2021c), reflective teaching is an active, ongoing, and circular state where an individual considers his/her own beliefs by revisiting and revising those beliefs over time. Reflection, thus, urges individuals to look back on their experiences to revise their actions, beliefs, and strategies. Schon (1983) proposes two modes of reflection: reflection-in-action and reflection-on-action. Reflection-in-action refers to the teachers' reflection during the classes, and reflection-on-action refers to the teachers' reflection after the classes. Moreover, reflection-for-action is a forward-thinking approach that analyzes past experiences and current teaching methods to improve instructional strategy (Farrell, 2022).

Reflective teaching is widely recognized for enhancing pedagogical practices and professional development. However, its implementation and effectiveness in English language education at the tertiary level in Bangladesh remain underexplored. While reflective teaching has been widely advocated as a tool for continuous improvement and self-assessment among educators, there is limited empirical evidence on how university-level English teachers in Bangladesh perceive, practice, and confront challenges related to this approach. This study seeks to investigate the perceptions, practices, challenges, and prospects of reflective teaching among English language teachers at the university level in Bangladesh. This study aims to provide a comprehensive understanding of how reflective teaching can be effectively integrated into the Bangladeshi higher education system. It also identifies actionable solutions to overcome existing barriers. The findings will contribute to the broader aspect of teachers' development and sustainable educational practices.

Reflective teaching includes teachers' self-evaluation and self-assessment which requires a significant change in teachers' perceptions and classroom practices. extensive and intensive training for the university teachers. Therefore, this study explores as its objectives (1) the perceptions university teachers have, (2) the practices they do, and (3) the prospects reflective teaching practices have for the teaching and learning of English. To achieve these objectives, the following research questions have been formulated: 1. What perceptions do the university English teachers in Bangladesh have about reflective teaching? 2. How much do the university English teachers practice reflective teaching in Bangladesh? and 3. What are the possible challenges in practicing reflective teaching? 4. How can the challenges be addressed for better prospects of reflective teaching? The last quest examines the challenges it poses and how well the challenges can be addressed.

Although this study provides valuable insights into university teachers' perceptions, practices and prospects of reflective teaching (RT) in English language education in Bangladesh, it has several limitations. Firstly, the small sample size of 100 respondents may question the generalizability of the findings; a larger sample size would have enhanced the representativeness of the data. Secondly, the research was limited to a few universities in Bangladesh. Therefore, the findings may not fully represent practices across universities in the entire country, particularly those in remote areas. Moreover, although the qualitative data provided deep insights into teachers' experiences, the study did not involve direct classroom observations or the analysis of actual

reflective practices which could have provided more objective data. Despite these limitations, the findings of the study offer valuable insights into the research objectives and questions under investigation.

2. Literature Review

Reflective teaching has been a tool for the professional development of teachers themselves. The finding of Aryal (2024) shows that reflective teaching helps to improve teachers' teaching methods, comprehend students' needs, and build an environment of continuous development. Participants emphasized that reflection encourages professional development, promotes teamwork, and improves student learning outcomes. Farrell (2022) proposed a five-stage framework of reflective practice that includes the teachers' own philosophy of teaching, principles, theory, practices, and finally areas beyond their practices. The figure below shows the stages he discusses:



Figure 1: Framework for reflecting on practice (Farrell, 2022)

Many scholars argue that reflective practice inspires teachers to examine and re-examine their beliefs, practices, and values about teaching and learning. Oo et al. (2023), for example, argue that reflective practice should be incorporated in teachers' training programmes so that teachers can develop necessary and effective skills of teaching in various contexts in classrooms. Likewise, Shaheen et al. (2021) claimed that RT accelerates learners' involvement in various activities in the classrooms at the tertiary level. Kholis and Madya (2021) found that practicing reflection in teaching helps teachers to develop their professional beliefs and pedagogical practices. Mohamed et al. (2022) found reflective teaching to be an active, collaborative, and cyclic approach contributing to the personal and professional growth of educators.

Due to different contexts and cultures, reflective teaching practice may face several challenges. Mohamed et al. (2022) found reflective teaching to be an active, collaborative, and cyclic approach contributing to the personal and professional growth of educators. Similarly, Effendi and Triastuti (2022) found that teachers' inadequate knowledge of RT and excessive administrative workload are the barriers to practicing reflective teaching. Farahian and Rajjabi (2022), Jemadi et al. (2023) also argued that improper teacher training, traditional teaching techniques, excessive workload of teachers, and inappropriate settings for reflection are some of the barriers to reflective teaching for EFL teachers. Additionally, Quoc Lap et al. (2024) revealed that the teachers usually value reflective teaching, but there are certain issues like time limitation,

lack of institutional support, and poor motivation. Despite so many challenges, it is implied that creating a supportive atmosphere can improve the integration of reflective practices.

Behaviourist theorists largely argue that natural phenomena such as human behaviours are the consequence of learning which is achieved through a repeated reinforcement (Pavlov, 1927; Skinner, 1938). According to this theory, reflective teachers can bring changes in their habit formation of classroom activities, resulting in the development of their teaching and learning behaviour. Moreover, the cognitivist learning theory focuses on how a person can understand himself or herself and also the environment and acts accordingly (Piaget, 1923, 26). Vygotsky (1978), in his 'social development theory', elucidated cognition beyond psychological or inner procedures, and argued for social interaction as an important prerequisite in the progress of cognition for learning.

Nodoushan (2010) discovered some merits and demerits of reflective teaching in his work, whereas Vázquez (2018) considered reflective practice as an essential component of language teacher education and emphasized the shifting of regular practice into a productive and reflective-based approach. Yang and Batchelor (2017) argued reflections of peers for teachers and researchers, and Farrell (2016) advocated for reflective teaching as a significant tool to bridge the gap between what a teacher does in the classroom and what he/she feels to do. Wlodarsky and Walters (2006) discovered the natural structure of reflective practice and claimed that reflective teaching works better if peer reflection comes naturally. Fuertes-Camacho et al. (2021) advocated for reflective practice to ensure quality and sustainable education, and Oo et al. (2023) claimed that reflective teaching empowers teachers in decision-making and students in reaching their targets. Farrell (2018) shows that reflective teaching helps EMI teachers to subject their thoughts and beliefs, and principles and practices, whereas Motallebzadeh et al. (2018) explore the connectivity between reflective teaching and the effectiveness of teaching in the classroom.

In the context of Bangladesh, Alam (2022) explored the challenges to teach with reflection teaching in a government college, Tasnim (2018) conducted an action research to show how reflective teaching helps a private university teacher for capacity, attitude and behavioural development, Podder and Mizan (2021) proved that reflective teaching is very much effective for intern teachers in a teachers' training college and, Huda and Shahriar (2012) found that reflective teaching bridges the gap between theory and practice. But the current paper is unique and interesting in its approach and application as it focuses on the perceptions, practices, and possibilities of reflective practice in English language teaching in public and private universities of Bangladesh.

3. Methods

To conduct the study, the researchers adopted a mixed-method approach combining qualitative and quantitative techniques to gather comprehensive insights into both the perceptions and practices of reflective teaching following Taherdoost (2022). This research employs an explanatory-sequential design where the collected quantitative data are analyzed prior to the qualitative data. This method ensures that the findings are both statistically valid and culturally relevant, and thus provides a precise view of the current study (Oberoi, 2024). To conduct the study, the quantitative data were collected first through a questionnaire survey, and then, the qualitative data were gathered through in-depth Interviews.

3.1 Population and Sampling

The public and private university English language teachers who mainly teach the four skills of English language- listening, speaking, reading, and writing are the target population of this study. For quantitative data, the sample size of the study consisted of 100 respondents from whom data were collected by using a survey questionnaire. The adequacy of this sample size was guided by the sample determination principles proposed by Krejcie and Morgan (1970) which support the use of samples of approximately 100 participants for studies involving defined professional populations. For qualitative data, the study employed in-depth interviews of 12 English language teachers of four greater and older divisions in Bangladesh, namely Dhaka, Chattogram, Rajshahi, and Khulna. As Dhaka is the largest division and the number of teachers is higher in Dhaka Division than in the other divisions, four key informants for in-depth interview were selected from Dhaka adopting a purposive sampling strategy. From each of Chattogram and Rajshahi divisions, three key informants, and from Khulna, two key informants were selected for in-depth interviews as it is smaller than the other divisions.

Table 1 below shows the demographic information of the respondents of the survey questionnaire.

Table 1: Demographic Profile

Demographics	Classifications	Percentages
Sex	Male	47.5%
Sex	Female	52.5%
	Lecturer	55.6%
	Assistant Professor	27.3%
	Associate Professor	15.2%
	Professor	2%
Age	20-30	36%
Age	31-40	35%
Age	41-50	26%
Age	51 and above	3%
Educational Background	PhD	11%
Educational Background	MPhil	1%
Educational Background	BA Honours with MA	82%
Educational Background	BA Pass with two-year MA	2%
Educational Background	Post doc	2%
Educational Background	BA Hons, MA in English & M.Ed. TEFL	2%
Location of the teachers' university	Dhaka	84.5%
Location of the teachers' university	Chattogram	4.1%
Location of the teachers' university	Rajshahi	4.1%
Location of the teachers' university	Khulna	7.2%
Status of the teachers' university	Public	18%
Status of the teachers' university	Private	82%
Teaching Experience	1-5	47%
Teaching Experience	6-10	16%
Teaching Experience	11-15	22%
Teaching Experience	16 or above	15%

3.2 Data Collection Method

Quantitative data were gathered through a survey questionnaire of the public and private university English language teachers of Bangladesh. Instrument validity was ensured by adapting questionnaire items from previously validated instruments, particularly Jemadi et al. (2023) and Farahian and Rajabi (2022). Content validity was maintained through careful alignment of all items with the research objectives and research questions. The reliability of the questionnaire was assessed using Cronbach’s Alpha. The overall reliability coefficient was $\alpha = 0.87$, indicating good internal consistency. Section-wise reliability values were also satisfactory: Perceptions ($\alpha = 0.82$), Practices ($\alpha = 0.88$), Challenges ($\alpha = 0.79$), and Prospects ($\alpha = 0.84$).

The survey questionnaire is divided into sections with 70 questions in total. Section 1 includes 10 questions on demographic information. Section II contains 10 statements on the perceptions of teachers about reflective teaching. Section 3 comprises 37 statements using a 5-point Likert Scale where the scale ranges from 5 (strongly agree) to 1 (strongly disagree) focusing on the practices and challenges for different language skills. Section 4 contains 10 statements and uses 5 points Likert Scale where the scale ranges from 5 (strongly agree) to 1 (strongly disagree) focusing on the prospects of reflective teaching. Finally, section 5 has 3 open-ended questions.

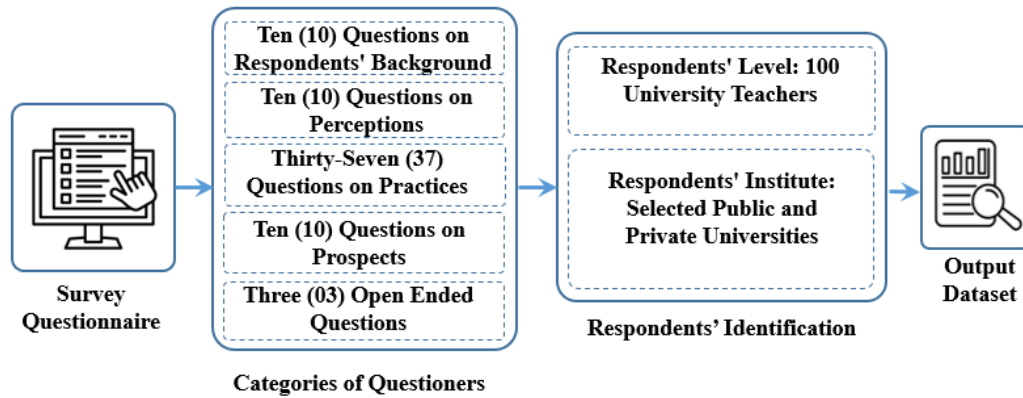


Figure A: Quantitative Data Collection Method

Qualitative data were collected with 12 in-depth interviews with 12 university teachers of public and private universities. The questions of the qualitative data have been adapted from Trinh et al. (2024) to maintain the authenticity of the data. There were 7 semi-structured questions for the in-depth interview. The interviews were conducted face-to-face so that the interviewees could ask for clarification and repetition, if needed, and answer freely and comfortably.

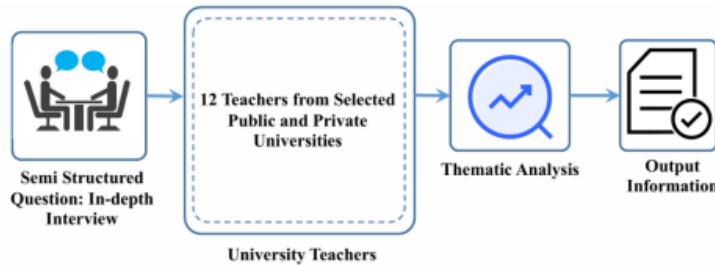


Figure B: Qualitative Data Collection Method

3.3 Data Analysis

The collected data was analyzed using different data analysis tools. The quantitative data was analyzed statistically whereas qualitative data was analyzed thematically.

3.4 Ethical factors

The goal of this research was to inform all the participants, and the participants' convenience was prioritised. Each participant eagerly participated and could withdraw their participation at any time. Moreover, the security of the participants' data has been ensured.

4. Findings and Discussion

4.1 Data Analysis of Survey Questionnaire:

RQ1: What perceptions do the university English teachers in Bangladesh have about reflective teaching?

Table 2: The perceptions regarding reflective teaching

SL	Item	Mean	SD	Range
1.	I am familiar with the practice of "Reflective Teaching" (RT).	1.68	0.57	3
2.	Reflection helps teachers to critically evaluate their teaching.	1.47	0.55	2
3.	Reflection helps teachers to bring necessary changes in their teaching materials.	1.56	0.54	2
4.	For Reflection, it is important for teachers to keep updated with modern and new approaches to teaching.	1.59	0.61	2
5.	I think reflective teaching encourages teachers to ensure student motivation and engagement in the lesson taught.	1.70	0.60	2
6.	It is necessary to reflect on the level and amount of input in the class according to the level of the student.	1.67	0.56	2

Table 2 showcases the attitudes of the university English teachers regarding reflective teaching. For instance, "Reflection helps teachers to critically evaluate their teaching" (Mean= 1.47, SD= 0.55, Range= 2), "Reflection helps teachers to bring necessary changes in their teaching materials" (Mean= 1.56, SD= 0.54, Range=2) disclose that the university teachers have a positive attitude towards RT as it enhances teaching and learning procedure. Here, the highest Mean is 1.70 which reflects that most of the respondents have agreed to "I think reflective teaching encourages teachers to ensure student motivation and engagement in the lesson taught." Afterwards, the highest SD and Range are 0.61 and 3 regarding "For Reflection, it is important for teachers to keep updated with modern and new approaches to teaching" and "I am familiar with the practice of 'Reflective Teaching' (RT)" question which suggests less consistency in the answers.

RQ2: How much do the university English teachers practice reflective teaching in Bangladesh?

Table 3: Practice of reflective teaching

SL	Item	Mean	SD	Range
1.	I reflect on whether the materials I used in a lesson matched the interest and language level of the learners.	1.81	0.73	3
2.	I reflect on whether I created a relaxed environment and effectively engaged students in interactive learning activities.	1.76	0.70	3
3.	I reflect on the alignment of course objectives, classroom activities and test types.	1.85	0.74	3
4.	I reflect on whether I integrated technology tools and resources to enhance students' listening.	1.84	0.74	4
5.	I reflect on whether I emphasized on both correctness and fluency.	1.95	0.81	3
6.	I reflect on whether I ensured participation of all students in speaking practice.	1.76	0.80	4
7.	I reflect on whether I activated students' background knowledge on the topic in the pre-reading stage.	1.96	0.88	4
8.	I reflect on whether I emphasized on the content and format of writing.	1.68	1.67	4

Table 3 portrays the practice of reflective teaching by the university English teachers. For example, “I reflect on whether the materials I used in a lesson matched the interest and language level of the learners”, (Mean= 1.81, SD= 0.73, Range= 3), “I reflect on the alignment of course objectives, classroom activities and test types”, (Mean= 1.85, SD= 0.74, Range= 3) signify that university teachers practice RT to improve their teaching. Moreover, the highest Mean is 1.96 which indicates that the majority of participants have agreed to “I reflect on whether I activated students' background knowledge on the topic in the pre-reading stage”. Thereafter, the top SD and range reflect that the responses vary from participant to participant. The top SD is 1.88 for “I reflect on whether I activated students' background knowledge on the topic in the pre-reading stage,” and the range is 4 for 4 questions respectively.

RQ3: What are the possible challenges in practicing reflective teaching?

Table 4: Possible challenges of practicing reflective teaching

SL	Item	Mean	SD	Range
1.	I face challenges to practice Reflective Teaching-	2.14	0.55	3
2.	I face more difficulties in -	1.68	0.98	4

Table 4 presents possible challenges in practicing reflective teaching. “I face challenges to practice Reflective Teaching”, (Mean= 2.14, SD= 0.55, Range= 3), and “I face more difficulties in” (Mean= 1.68, SD= 0.98, Range= 4) expose that university teachers face certain challenges while practicing RT depending on the circumstances. The top Mean is 2.14 which mirrors that a significant number of respondents have agreed to “I face challenges to practice Reflective Teaching”. Then, “I face more difficulties in”, this question carries the highest SD and Range which is 0.98 and 4 suggesting the inconsistency of the answers.

RQ4: How can the challenges be addressed for better prospects of reflective teaching?

Table 5: Addressed challenges for better prospects of reflective teaching

SL	Item	Mean	SD	Range
1.	Despite some initial challenges like developing teachers' awareness of the reflection process and dimensions, it will not be difficult to practice.	1.88	0.81	3
2.	In teacher training programs, dimensions of reflection may be covered to help teachers reflect and improve.	1.83	0,78	3
3.	Although it is not practiced widely, it should be made mandatory for teachers to reflect on each lesson taught and improve upon it.	2.07	0.86	4
4.	Teachers' intuitive knowledge, and their own experience as both learners and teachers can be used as primary focus for reflection and improvement.	1,72	0.63	2
5.	The department heads can make it mandatory for teachers to reflect on and improve each lesson.	2.54	1.10	4
6.	Although many teachers are not familiar with it, once they start using it, they will enjoy doing it.	2.25	0.86	4

Table 5 demonstrates the challenges that should be addressed for better prospects for RT. For example, “In teacher training programs, dimensions of reflection may be covered to help teachers reflect and improve”, (Mean= 1.83, SD= 0,78, Range= 3), “Teachers’ intuitive knowledge, and their own experience as both learners and teachers can be used as primary focus for reflection and improvement”, Mean= 1,72, SD= 0.63, Range= 2) reveal that if the encountered challenges are addressed properly, RT can be implemented successfully. Here, “The department heads can make it mandatory for teachers to reflect on and improve each lesson”, this question bears the highest Mean and demonstrates major agreement with this query. After that, the highest SD is 1.10 for “The department heads can make it mandatory for teachers to reflect on and improve each lesson,” and 3 questions hold the highest Range, 4.

4.2 Data Analysis of the Open-Ended Questions

1. What is your overall impression of reflective teaching and its usefulness?

The overall impression of all the participants is very positive, and they considered reflective teaching as a very effective method to improve the effectiveness of teaching as well as the learning process. Teachers follow RT to improve their teaching quality and to have a better learning outcome for learners. Teachers regularly assess their own classroom performance to identify strengths and weaknesses. Some teachers have claimed RT as a natural process after every class. Comments of some teachers are quoted below:

Teacher A: *I completely follow the RT approach. I believe it's most helpful for better teaching practice and effective learning outcomes.*

However, some of the teachers have also expressed their concern regarding RT. It is effective, but teachers need sufficient teacher training; large class size and time limitation may discourage teachers from pursuing it.

Teacher B: *I think reflective teaching is useful for the professional development of a teacher. With adequate academic freedom and a conducive work environment, a teacher can practice reflective teaching. Because of a lack of proper leadership, reflective practice might not bring about expected outcomes in spite of teachers' strong beliefs regarding the usefulness of reflective teaching in reality.*

2. Write a brief note on the present practice of RT in Bangladesh.

According to the respondents, the practice of RT in Bangladesh is very limited because of time constraints, insufficient support from the educational institutions, too many classes in a day with a large number of students, and extensive course content. However, some institutions provide teachers with some templates to get the students' feedback. Again, some of the teachers are unaware of reflective teaching. Many teachers commented that RT is being practiced by the ELT teachers in Bangladesh.

Teacher C: *Currently, RT is being practiced by the ELT teachers in Bangladesh. I believe such practice will increase in the upcoming days.*

Teacher D: *It is not widely practiced in Bangladesh for various reasons. Some teachers have to take too many classes per week, making them unable to pay necessary attention and reflect on each one, even if they want to.*

3. What do you think are the prospects of RT in Bangladesh at the university level?

Most of the respondents think that reflective teaching in Bangladeshi universities has significant potential for improving education. Additionally, it supports refining curricula and assessment methods. RT should be encouraged at all levels of education. If teachers are motivated and trained to adopt RT, there will be a major improvement in teaching quality. Some of the remarks of the teacher respondents are mentioned below:

Teacher E: *RT can be a popular and impactful way of gradual improvement of the quality of sustainable teaching in Bangladesh if the UGC takes a regular program to raise awareness about the benefits that the teachers can gain through its implementation in the pedagogy.*

Teacher F: *It's a kind of unconscious practice in our regular teaching, but if we implement it consciously, then it would require a disciplined practice in the tertiary classroom.*

However, a few respondents are concerned about the prospects of RT. They hold that

Teachers will have to work harder physically and mentally; thus, they might have less focus on teaching. The teachers shared the following statements,

Teacher G: *I am not very sure about the prospect because so much clerical pressure is being shoved down on university teachers gradually that we will have less focus on classroom teaching.*

Teacher H: *It is a good practice, and most of the experienced teachers usually do it, but if it is imposed by the authority, it might have a negative impact, as already private university teachers are overburdened with lots of additional tasks and responsibilities.*

4.3 Data Analysis of In-Depth Interview

RQ1: What perceptions do the university English teachers in Bangladesh have about reflective teaching?

The majority of the teachers are familiar with the term Reflective Teaching (RT), and they reflect consciously in their teaching practices whereas teachers who are unfamiliar with RT also unconsciously reflect on their teaching approaches. However, all the teachers have positive attitudes toward RT. All the teachers acknowledge their professional development and enhanced teaching skills through RT as it helps in improving teaching and learning outcomes of the learners in the class. RT helps to improve their classes by introducing them to a new teaching philosophy.

RT broadens teachers' horizons and makes students confident by providing feedback to the teachers. A few comments from the teachers are quoted below:

Teacher 1: *Through reflection, I can adjust, modify, and improve my teaching, and if there is no reflection in my teaching style, it would remain the same with no gradual improvement.*

Teacher 2: *I believe Reflective Teaching is very effective as it brings out the better version of myself and helps me to get connected with the students.*

RQ2: How much do the university English teachers practice reflective teaching in Bangladesh?

Instead of being particular towards teaching certain strategies, teachers adapt new teaching strategies through practicing RT. Teachers invite students' feedback regarding the classes. Additionally, Teachers also invite their colleagues to the classes to observe and share their feedback for an effective lesson. However, only a few teachers maintain a diary or journal just to keep notes of important aspects. However, sometimes they keep the reflections in their mind. Teachers do not maintain any audio or video records for onsite classes, but for online classes, they listen to their own class recordings and reflect on those. Thus, teachers do self-reflection concerning what they can add or omit. Few institutions offer a feedback form to the students or arrange teachers' evaluations; afterward, institutions also arrange colleagues' feedback so that teachers can reflect on their teaching accordingly. Teachers shared the following thoughts-

Teacher 3: *I do self-reflection, ask my peer colleagues and students to observe and let me know what I need to include and exclude, but I don't maintain any diary or journal.*

Teachers also shared some case studies of their RT practice. Some of those are demonstrated below,

Teacher 4: *In the Reading course, I asked my students to read the question first and then find the answers in the text. I thought this was the best idea to quickly find the answers. However, from the students' feedback, I got to know that they wanted to read the text first and then find out the answers. Students stated that it would be easier for them. So, from the next classes, I applied the reflection from the students' feedback for all batches, and surprisingly, other batches also stated the same thing, and thus, I came to know about another way of teaching through practicing RT.*

RQ3: What are the possible challenges in practicing reflective teaching?

All the teachers experienced several challenges while applying Reflective Teaching (RT). They are burdened with various responsibilities and remain busy. Additionally, sometimes the teachers find it difficult to invite their colleagues for some suggestions on their teaching method because everyone remains so busy. Sometimes the students are shy, and some other students provide feedback that cannot be considered for reflection. Therefore, sometimes teachers become confused about appropriate teaching methods. Class timing and large class size greatly affect RT implementation. Thus, teachers shared the following discourses-

Teacher 5: *Because of limited class time and large class size, we cannot implement Reflective Teaching properly.*

Teacher 6: *We have a lot to deliver as teachers, so adapting Reflective Teaching is very difficult.*

RQ4: How can the challenges be addressed for better prospects of reflective teaching?

According to all the teachers, universities should inspire and have a policy that teachers should reflect on their teaching. There should be proper teachers' training, and also institutional support is needed for RT implementation. Additionally, the authority should have strict rules about peer observation, student feedback, and documentation for a proper implementation of RT. Besides, teachers have to be open-minded to accepting their shortcomings in teaching methods and thus, improve. Furthermore, class time, class size, and work pressure should be reduced. Teachers can also informally call shy students to ask about their observations. By addressing all the above challenges, effective implementation of RT can be ensured. Here are two more teachers' observations on the point:

Teacher 7: *There should be less work pressure on the teachers so that they can practice Reflective Teaching appropriately.*

Teacher 8: *Universities should provide teachers' training and guidelines regarding RT to all teachers to ensure proper implementation.*

4.4 Discussion

The findings from the questionnaire survey reveal that most of the teachers are familiar with the Reflective Teaching (RT) practice, and they strongly agreed that RT helps the teachers to improve their teaching by evaluating the strengths and weaknesses of their own teaching methods and addressing their weaknesses in the lesson/s to follow. Additionally, teachers can stay updated with the modern teaching methods of engaging the learners because of RT. Kholis and Madya (2021) have come up with the same philosophy that teachers change their teaching methods to an improved one through RT so that students' learning can be enhanced. The findings also show that the majority of the teachers apply RT after every lesson regarding the materials, way of providing instructions, creating relaxed and interactive sessions, applying all language skills, making the class inclusive for all learners, and fostering critical thinking ability among all the students. Similarly, Farrell (2022) proclaims that with the help of RT, teachers evaluate the student outcome through their performances, and Aryal (2024) argued that RT promotes critical analysis among the learners.

The findings related to different language skills indicate that most of the teachers reflect on enhancing learners' grammar, listening, speaking, and reading skills. Oo et al. (2023) state that RT has been successfully practiced in reading comprehension, speaking skills, and writing skills. Farrell (2022) remarks that teachers choose RT for teaching certain language skills to the learners. Moreover, regarding the prospects of RT, many teachers agree that RT can definitely improve teaching quality, ensuring the course learning outcome. Therefore, they argue for an arrangement of teachers' training programs. Also, the authority should make RT mandatory so that the teaching and learning process of Bangladesh can be improved. Similarly, Oo et al. (2023) claim that RT strengthens pedagogical approaches, awareness, self-development, and critical evaluation. Additionally, RT not only empowers the teachers but also the students to achieve the desired outcome.

The findings from the in-depth interview in this study mirror that all the teachers practice RT both consciously and unconsciously. All teachers have positive views about the RT as it helps them practice innovative teaching strategies which ensure the best learning. Zineb (2021) remarks that effective teaching needs continuous reflection to analyse the strengths and weaknesses of one's own teaching methods. Teachers practice peer feedback, student feedback, and analyse recordings of the previous online classes to refine their teaching strategies. However, teachers neither

maintain any diaries or journals formally nor record their on-site classes. Farrell (2016) believes that teachers never remain firm towards any particular method; rather, they change their teaching style based on the situation, and therefore, he considers RT as flexible.

The present study also shows that the teachers encounter challenges while practicing RT. Challenges include time constraints, work pressures, lack of institutional support, insufficient resources, and confusion regarding teaching methods. Mohamed et al. (2022), Effendi and Triastuti (2022) also portray similar challenges in their findings which encompass institutional issues, large classrooms, directional issues, and insufficient knowledge. Farahian and Rajjabi (2022) highlight inappropriate teacher training as a barrier. Another study also has similar findings that teachers sometimes get confused about which teaching method would be the best. However, the above challenges must be addressed for better prospects, and for that, teachers' training, institutional policy, proper resources, and less workload should be ensured. Oo et al. (2023) argue that RT should be included in teachers' training programs to ensure the learning outcome. Podder and Mizan (2021) also claim that there should be less administrative work pressure. However, they also argue that there should be written comments so that they can be used for reflection. Aryal (2024) highlights that it is significant to focus on the needs of students for effective reflective practice.

The overall findings reveal that the students give their feedback through reflection to their teachers so that the teaching and learning process can be improved by bringing certain changes according to the students' needs and level. Similarly, the cognitivist learning theory suggests that people take actions based on the circumstances (Piaget, 1923, 26). RT is applied in collaborative tasks so that learners can learn through psychological and social (Vygotsky, 1978) interactions. The findings also portray that through RT, the teachers can bring changes in the habitual class structure to improve the students' learning, as behaviorist theory suggests (Skinner, 1938; Pavlov, 1927).

5. Recommendations and Conclusion

This study aimed to explore the effectiveness of Reflective Teaching (RT) practice in English education, particularly focusing on perceptions, problems, and prospects of RT at the university level in Bangladesh. Reflective Teaching (RT) is a flexible and effective practice in the classrooms for English teaching and learning at the university level. Several recommendations can be made for the effective implementation of RT in Bangladeshi classrooms. Firstly, if RT is practiced in an unorganised manner, it will not bring continuous development; so, teachers should practice RT regularly and reflect differently based on the circumstances. Regular practice of RT in classrooms will lead to continuous development of teachers' teaching and students' better learning (Machost & Stains, 2023). Secondly, teachers have to concentrate on the learners' needs to ensure the best teaching method through reflection. There should be a structured form of reflection so that the learners' learning needs can be addressed and the lectures are delivered accordingly (Phenwan, 2024). Thirdly, there should be a teachers' training program arranged by the institutional authority so that the teachers become aware of the appropriate practice of RT. Habtamu and Belay (2023) suggest that institutions should arrange a teachers' training program where the teachers will be enlightened about how they should write reflective journals or diaries; after that, how to carry out self-reflection, peer feedback, and student feedback. Fourthly, RT can be easier to implement in the classrooms if there is institutional support, because institutions put a heavy work pressure on the teachers for which teachers cannot focus on RT. Habtamu and Belay (2023) and Phenwan (2024b) argue that teachers are always in a rush to cover huge things within

a fixed time with limited resources, and this challenge needs to be addressed to ensure proper reflection in teaching. Finally, regular practice of RT in classrooms will enable the teacher to reflect based on the requirements of each student and check their learning outcomes accordingly. Shafi (2025) remarks that large classroom size with a large number of students should be addressed and policymakers should modify the educational curriculum of Bangladesh by increasing the reflective practices in the classrooms. Furthermore, institutions have to ensure a proper RT practice in the classes by regularly monitoring the classes. If there is more Reflective Teaching (RT), there will be more enhanced and innovative teaching strategies, and as a result, better student learning outcomes, which is the ultimate goal. Therefore, this study recommends regular practice of RT, focusing on learning needs, arranging teachers' training, incorporating RT in the curriculum, reducing teachers' workload, providing enough class time and resources to empower the teachers as well as the students.

References

- Adekola, G., & Olumati, E. (2023). Focus group discussion: A Research Method in Community Development. *International Journal of Research and Innovation in Social Science*, VII(V), 392–399. <https://doi.org/10.47772/ijriss.2023.70533>
- Allwright, R. L. (1991). *The death of the method* (Working Paper No. 10). The Exploratory Practice Centre, University of Lancaster.
- Aryal, M. (2024). Reflective teaching and practices in the classroom. *Journal of Multidisciplinary Research Advancements*, 2(1), 26–31. <https://doi.org/10.3126/jomra.v2i1.66635>
- Bachore, M. M., Dagaga, E. G., & Lerebo, T. D. (2024). Do teachers think on their feet? The awareness and practice of reflective approach among secondary school teachers in Ethiopia. *Heliyon*, 10(14), e34232. <https://doi.org/10.1016/j.heliyon.2024.e34232>
- Banu, R., & Sussex, R. (2001). *English in Bangladesh after independence: Dynamics of policy and practice*. In B. Moore (Ed.), *Who's centric now? The present state of post-colonial Englishes* (pp. 123–147).
- Effendi, M. S., & Triastuti, A. (2022). In-service EFL teachers' reflections on their instructional practices: A study in Indonesian instructional context. *ERALINGUA: Jurnal Pendidikan Bahasa Asing dan Sastra*, 6(1), Article. <https://doi.org/10.26858/eralingua.v6i1.23534>
- Farahian, M., & Rajjabi, S. (2022). Challenges of reflective teaching among EFL teachers. *International Journal of Research in English Education*, 7(2), 81–100. <https://doi.org/10.52547/ijree.7.2.81>
- Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL professionals*. Routledge. <https://doi.org/10.4324/9781315775401>
- Farrell, T. S. C. (2022). *Reflective language teaching: Practical applications for TESOL teachers* (3rd ed.). Bloomsbury Academic. <https://doi.org/10.1017/9781009028783>
- Grushka, K., McLeod, J. H., & Reynolds, R. (2005). Reflecting upon reflection: theory and practice in one Australian University teacher education program. *Reflective Practice*, 6(2), 239–246. <https://doi.org/10.1080/14623940500106187>

- Habtamu, N., & Belay, B. (2023). Reflective teaching in English language classrooms: Perception and practice of English language instructors at Wachemo University. *Education Research International*, 2023(1), 6149833. <https://doi.org/10.1155/2023/6149833>
- Hoque, M. T., Nath, P., Ahammad, M. F., Tzokas, N., & Yip, N. (2022). Constituents of dynamic marketing capability: Strategic fit and heterogeneity in export performance. *Journal of Business Research*, 144, 1007–1023. <https://doi.org/10.1016/j.jbusres.2022.02.011>
- Islam, M. N., & Hashim, A. (2022). Historical evolution of English in Bangladesh. *Journal of Language Teaching and Research*, 10(2), 247–255. <https://doi.org/10.17507/jltr.1002.05>
- Jemadi, F., Fatmawati, F., Par, L., Ekalia, Y. J., & Nabung, A. (2023). Inhibitory Factors of Reflective Teaching Practices: English Teachers' perspectives. *Voices of English Language Education Society*, 7(1), 96–104. <https://doi.org/10.29408/veles.v7i1.6631>
- Kanwal, S., Mahmood, W., Akram, M., & Pervez, N. (2024). Effect of critical thinking skills on misconceptions of students in learning mathematics at the elementary school level. *Qlantic Journal of Social Sciences*, 1(1), 1–12. <https://doi.org/10.1234/qjss.v1i1.12345>
- Kholis, Z., & Madya, S. (2021). Reflective teaching practice among EFL teachers in Special Region of Yogyakarta. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 5(2), 508. <https://doi.org/10.26858/eralingua.v5i2.16150>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Lim, W. M. (2024). What is quantitative research? An overview and guidelines. *Australasian Marketing Journal (AMJ)*. <https://doi.org/10.1177/14413582241264622>
- Machost, H., & Stains, M. (2023). Reflective practices in education: A primer for practitioners. *CBE—Life Sciences Education*, 22(2), es2. <https://doi.org/10.1187/cbe.22-07-0148>
- Mohamed, M., Rashid, R. A., & Alqaryouti, M. H. (2022). Conceptualizing the complexity of reflective practice in education. *Frontiers in psychology*, 13, 1008234. <https://doi.org/10.3389/fpsyg.2022.1008234>
- Oo, T. Z., Habók, A., & Józsa, K. (2023). Empowering educators to sustain reflective teaching practices: The validation of instruments. *Sustainability*, 15(9), 7640. <https://doi.org/10.3390/su15097640>
- Orakçı, Ş. (2021). Teachers' reflection and level of reflective thinking on the different dimensions of their teaching practice. *International Journal of Modern Education Studies*, 5(1), 118-139. <http://dx.doi.org/10.51383/ijonmes.2021.88>
- Padagas, R. C., & Hajan, B. H. (2020). Academic Reading and Writing Needs of Undergraduate Nursing Students in Research. *Online Submission*, 19(5), 318-335. <https://doi.org/10.26803/jltr.19.5.20>
- Pavlov, I.P. (1927) *Conditioned Reflexes: An Investigation of the Physiological Activity of the Cerebral Cortex*. Translated and Edited by G. V. Anrep. Oxford University Press, London, 142.

- Phenwan, T. (2024). Teaching of reflection in higher education: a narrative review. *MedEdPublish*, 14, 53. <https://doi.org/10.12688/mep.20389.1>
- Piaget, J. (1923). *The language and thought of the child*. London: Kegan Paul, Trench & Trubner.
- Piaget, J. (1926). *The child's conception of the world* (J. & A. Tomlinson, Trans.). Routledge & Kegan Paul.
- Quoc Lap, T., Ha, N. T., Tuan, L. C., & Nga, N. H. H. (2024). EFL teachers' perceptions and practices of reflective teaching as a means for professional development in the Mekong Delta context. *Arab World English Journal*, 15(4), 400–417. <https://doi.org/10.24093/awej/vol15no4.25>
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books. https://openlibrary.org/books/OL3511128M/The_reflective_practitioner
- Shabina, S., Amit, T. K., & Eram, P. (2024). Focus group Discussion: An Emerging Qualitative Tool for Educational Research. *International Journal of Research and Review*, 11(9), 302–308. <https://doi.org/10.52403/ijrr.20240932>
- Shafi, S. (2024). Reflective Practice of Early Career Teachers: Identifying and Mitigating Major Instructional Challenges. *Journal of Global Education and Research*, 8(3), 254-269. <https://doi.org/10.1080/14623943.2025.2452555>
- Shaheen, G., Khan, M. S., & Khan, S. I. (2021). *Impact of reflective teaching practices of university teachers on academic achievement of students*. *Global Educational Studies Review*, 7(II), 147–155. [https://doi.org/10.31703/gesr.2022\(VII-II\).14](https://doi.org/10.31703/gesr.2022(VII-II).14)
- Shapiro, S. B., & Reiff, J. (1993). *A framework for reflective inquiry on practice: Beyond intuition and experience*. *Psychological Reports*, 73(Suppl. 3), 1379–1394. <http://dx.doi.org/10.2466/pr0.1993.73.3f.1379>
- Skinner, B.F. (1938) *The Behavior of Organisms: An Experimental Analysis*. B.F. Skinner Foundation, Cambridge, MA.
- Suphasri, P., & Chinokul, S. (2021). Reflective practice in teacher education: Issues, challenges, and considerations. *Pasaa*, 62(1), 236-264. [DOI: 10.58837/CHULA.PASAA.62.1.9](https://doi.org/10.58837/CHULA.PASAA.62.1.9)
- Taherdoost, H. (2022). What are Different Research Approaches? Comprehensive Review of Qualitative, Quantitative, and Mixed Method Research, Their Applications, Types, and Limitations. *Journal of Management Science & Engineering Research*, 5(1), 53–63. <https://doi.org/10.30564/jmser.v5i1.4538>
- Tümen Akyıldız, S., & Ahmed, K. H. (2021). An Overview of Qualitative Research and Focus Group Discussion. *International Journal of Academic Research in Education*, 7(1), 1-15. <https://doi.org/10.17985/ijare.866762>
- Velasquez, M. F., Capajaña, A. G., Ramirez, P. H., & Córdova, M. D. (2023). Reflective Teaching Impact upon Pre-Service English Teachers' Professional Development: A Systematic Review. *rEFLECTIONS*, 30(3), 971-996. <https://doi.org/10.12688/mep.20389.1>
- Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge: Harvard University Press.