

# The Role of Reflective Teaching for Continuing Professional Development of English Teachers

Li Qingyun

University of Reading, England

## Abstract

Reflective teaching is a relatively important issue in the field of teachers' continue professional development. In this study, the author reviewed previous studies that investigated reflective teaching had positive influence for teachers' progress in the long run. There were 13 different experiments analyzed in this article. Through a series analysis, five positive impact factors of reflective teaching were extracted: (a) Reflective teaching is correlated with the coefficient of the teacher's CPD, (b) Teachers using reflective teaching will enhance teaching energy and confidence, (c) Teaching journal writing causes positive effects on the promotion of teaching quality, responsibility and consciousness, (d) Positive reflection attitude, academic qualifications and the overseas study experience promote the efficiency of teacher's CPD, and (e) Based on group reflective discussions, teachers have more enthusiasm to share their thinking and get some new and creative teaching methods. Whereas, this study also showed that lack of theoretical knowledge restricts the teacher's autonomous reflection ability. In addition, the researcher pointed three implications are used for teaching in class. Firstly, the reflective consciousness should be cultivated. Secondly, teachers need to focus on the combination of reflection theory and teaching practice. Thirdly, school and society should supply training activities and relax the environment for English teachers to enhance the quality of their reflection.

**Keywords:** Reflective teaching; Teachers' continuing professional development; English as a foreign.



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## 1. Introduction

Reflective teaching has long been a question of great interest in a wide range of fields. Previously, it was believed that through reflection teachers can improve their own teaching style by consciously and systematically reflecting on their teaching experiences (Farrell, 2013). More recently, there is an increasing focus on reflective teaching within the continuing professional development (CPD) of the literature for teachers. Reflective teaching is an important tool and plays a key role in the CPD of teachers. Dewey (1933), an American philosopher, was well known for his theory of pragmatism and claimed that a teacher systematically investigates a perceived problem in order to discover a solution. At present, due to the society and the reform of education, traditional educational and teaching theories are not enough to meet the educational needs. The requirements for the new curriculum are to reform education and demand schools to change from teacher-centered to student-centered. This means that teachers should cultivate the learning ability of students to increase their autonomous learning strategies, to train students to take the initiative and use their creativeness, and to improve their English skills. Therefore, teachers need to establish a new and open teaching style instead of the closed and single mode as previously used. Based on the survey carried out by Wu (2005), 49% of English teachers in China do not have enough opportunity and time to take part in CPD activities, such as school-based training, coaching meetings and action research. In addition, according to Wang (2013) carried out in Shandong province of China, opinions from 70 teachers revealed that they are short of educational theories and working experience, thus they are unable to meet the requirements of the new teachers' reform. In this case, reflective teaching plays an important role in promoting and supporting the CPD of teachers.

Surveys that were conducted by some researchers have shown that with the development of the advancement of the research for teachers, reflective teaching is considered an effective way to accelerate CPD (Gan, 2000; Gao and Wang, 2003; Jay and Johnson, 2002; Richards and Farrell, 2005). Wallace (1991), stated that it is very difficult for the development of teachers to change without reflection. However, Wang (2013) proposed a debated question whether it is time consuming for Chinese teachers to perform self-reflection. An increasing number of researches have carried out studies on reflection which are conducive to CPD, and focus mainly on strategies, procedures and approaches. Few studies have investigated which teaching skills and teaching awareness can help teachers to apply flexibly to their daily teaching. It is still a problem that some Chinese teachers do not like to discuss their ideas about teaching in public and are sometimes passive and shy. Consequently, combining the previous theory and practice, the purpose of this study was to explore the relationship between the reflective teaching and CPD of teachers and how our school cultivates the consciousness teaching with regard to reflection in order to have the corresponding improvement. The author aimed to determine the role of reflective teaching and how to strengthen the teachers' awareness of self-reflectiveness, and to give some practical skills to observe their teaching work. Then the author developed a reflective automation procedure in their daily teaching to improve their CPD.

## 2. Literature Review

### 2.1. The Concept of Reflective Teaching

#### 2.1.1. The Definition of Reflective Teaching

Prior to the work of Dewey (1933), the role of reflective teaching was largely unknown. It is now well established from a variety of studies that reflective practice can help teachers regain their passion and add to their teaching experience (Farrell, 1999;2007; Schon, 1983; Wallace, 1991). Schon (1983), reports that reflection concluded two points of actions: reflection on action and reflection in action. Reflection on action takes place before and after the class, reflection in action is the teacher's reflection on the problems they encountered during teaching. After four years the author also states that the teachers should practice their reflection positively before and after class instead of depending on the guidance of experts passively Schon (1987). This view is further supported by Farrell (2008) who writes that reflective practice involves a systematic reflection of teachers on their own teaching skills and to take responsibility for their actions in the classroom. Furthermore he said that teachers should collect data and use evidence from the data to make informed decisions about their teaching practice. Another study by Wallace (1991) on reflective teaching found that reflective practice is a mindful practice, where teachers informally evaluate various aspects of their professional expertise. This may not lead directly to an improved teaching style and can lead to negatively perceived emotions. In contrast to Wallace (1991), Farrell (2007) argues that the practice of reflection improve the teachers teaching style by consciously and systematically reflecting on their teaching experiences overall.

In 1990, based on theories of other educators, Chinese researchers began to investigate the connotation of reflection. Li (2000), underlined a belief for reflective practice that consists of two fundamental factors: teaching and reflection. Generally, teachers are the main persons of teaching reflection and practice reflection themselves or are guided by others. Likewise, Zhang (1997) holds the belief that reflection is the process in which teachers adopt the processes of introspection, analysis and inspection of their behavior. Then they can correct their shortcomings to improve their teaching skills. While these points above are not convincing enough, a broader perspective has been adopted by Xiong (1999) who argues that reflective teaching is action research in all teaching subjects. Teachers continue to probe and settle their problems including their teaching tools, teaching aims, teaching attitude and strategies. During the process, it is the integrated work of teaching and learning and combining "learning how to teach" and "learning how to learn" that enhance the teaching practice and make them an expert teacher (Wang, 2013).

In summary, although there are different definitions of reflective teaching abroad and at home, there are the same theories that teachers critically examine their teaching behaviors during their teaching practice, and that they combine the "how to teach" and "how to learn" methods together. This way they can improve the rationality of teaching efficiency and practice their teaching practices.

#### 2.1.2. The Features of Reflective Teaching

In previous studies on reflective teaching, different features have been defined to date. In this research, three prominent correlative features were introduced as follows: the three characteristics of Dewey (1933), the six features of Pollard and Tann (1987) and three theories of Xiao (2002).

Dewey (1933), was the first scholar who comprehensive reviewed and defined the open-mindedness, responsibility and wholeheartedness of the mind that are the most essential factors in the reflective process of teaching. Open-mindedness is a cognitive feature while responsibility is a moral feature and are the two core features of reflective teaching. Wholeheartedness of the mind represents emotional features that can raise the reflective consciousness of teachers and improve their reflective behavior. Pollard and Tann's analysis across China showed the listed below six characteristic. It includes: initiative and query; dynamic and circulation; practical and experimental characteristics; open-ended characteristics; regulatory and occupational characteristics and cooperation and effectiveness Pollard and Tann (1987). The six characteristics of reflective teaching do not only mean to pay closer attention to teaching aims and teaching results but also to focus on teaching procedures and teaching quality. To further investigate the features of reflective teaching, the Chinese researcher Xiao (2002) labeled three subsets of it. The first one is fundamental research and finding a solution for problems of teaching practices, the second one is chasing the rational of teaching procedures and the last one is the course of the comprehensive development of teachers. This is not a straight path that teachers continuously take to modulate, assess and increase their teaching ability.

To sum up, the features of reflective teaching are that the teachers take initiative and have a positive attitude to improve themselves. Consequently, it is vital that teachers understand and utilize these tools constantly in their daily teaching.

#### 2.1.3. The Method of Reflective Teaching

Up to now, a number of studies have confirmed the effective methods of reflective teaching. Teachers have a profound understanding of teaching based on the incidents that occur during their lessons. However, teachers cannot capture every event. If they can find an appropriate way to record conditions, these processes can serve as the basics for critical reflection (Richards and Lockhart, 1996). Thus, in their book named *Reflective Teaching in Second Language Classrooms* indicate that the methods of reflective teaching consist of observation, lesson reports, surveys, teaching journals, questionnaires, the recordings of audio or video, and action research. Meanwhile, the two authors also claim that the seven methods all have advantages and disadvantage. Some methods are more helpful for

investigating certain areas than others and therefore integrating them in accordance with a specific curriculum is very crucial for reflective teaching. However, [Jarvis \(1992\)](#) questions the usefulness of the two methods of the journals is unknown. These methods are listing of the journal and the other one is summarizing the journal. Whereas, he is more trusted with three excellent journals (e.g. solving problems, seeing new teaching ideas, legitimizing own practice). According to the studies of some prominent authors, reflective teaching styles can vary. This means that teachers take various approaches depending on their own teaching situations, such as keeping a diary which includes free discussion (self-feedback, remedial measures, ways to solve problems) and mutual discussion (some experience from other collages through discussion). Teachers adopt the measures of peer-observation, video and action research among other things ([Nunan, 1990](#); [Wallace, 1991;1998](#); [Winter, 1989](#)). Generally, these principles and methods can give the teachers a good direction to reflect on their teaching.

#### 2.1.4. The Models of Reflective Teaching

Reflective practice has been one of the most important approaches of teaching. Different models of reflective teaching are used frequently in Western countries, for example the J. W. Eby model, the A. Edward and D. Brunton model and the V. K. Laboskey model.

The model of J. W. Eby is most often cited in research of reflective teaching. [Xiong \(1999\)](#), pointed out that does not only cover the behavior of the class, but also the planning before class and the evaluation after the class as well. Thus, this model consists of three phases: a reflective plan, reflective teaching and reflective evaluation. The reflective plan contains of designing an alternative strategy and putting plans into practice. Reflective teaching includes observing the classroom and raising questions and reflective evaluation consists of the collection and analysis of data to draw conclusions ([Zhang, 2006](#)). The model of A. Edwards and D. Brunton was also concluded by Xiong which has four quadrants. Quadrant A represents the description, quadrant B contains the analysis, quadrant C is the explanation and quadrant D displays the reflection on teaching practices ([Xiong, 1999](#)). The detailed description by [Wang \(2013\)](#) shows that in quadrant A, instructors argue the aim and assignment in the learning community of teaching reflection. In quadrant B teachers convert new cognitive structures. Then there is a vital process for teachers to create new cognitive structures in the quadrant C. At last, teachers go back to learning in the community, taking part in comments and adjusting the after teaching practice in quadrant D. Based on the two models what the author presented before, [Xiao \(2002\)](#) put forward a new model that is named V. K. Laboskey model. This model contains of three parts: motivation, action and solution. Teachers implement all of these processes in their daily teaching and obtain a new understanding which includes of four aspects. Those are the improvement of reflective abilities, the changing of the beliefs about the curriculum and materials, the alteration of values and attitudes of teaching and the teacher's qualities or emotions [Cheng \(2013\)](#).

In short, although these models are different, they are mutually supportive. Together the authors discover common points that confirm probe and settle problems.

## 2.2. The Theory and Approach of CPD

### 2.2.1. The Theory of CPD in and Out of China

Data from several sources have identified the theory of CPD. In Western countries, the first systematic study of it was reported by Hoyle. He concluded that continued professional development as the process of teaching practice with essential knowledge and great skills in each phase of the teacher's teaching style [Hoyle \(1980\)](#). At the same time, [Perry \(1980\)](#) proposes that the CPD consists of personal growth. It contains the increased confidence, the enhancement of skills, the sustainability of enhancing the intellect and the strengthening of the awareness in teaching. [Underhill \(1986\)](#), indicated that the teacher's CPD refers to a self-reflective process. Across this procedure teachers become the best type of educator as possible. These scholars noticed the process of the teacher's CPD. However, others researchers paid more attention to individual factors rather than the process itself. According to [Hargreaves \(1995\)](#), CPD both contains the requirement of knowledge or skills and it has the demand of moral or emotion. At the same time, [Gabriel and Maggioli \(2003\)](#) regard the teacher's CPD like a learning process that satisfies the need of the student through the adjustment of the teaching process. [Richards and Farrell \(2005\)](#) argues that his findings support [Gabriel and Maggioli \(2003\)](#) view and he believes that the teachers set a long-term aim and probe to facilitate their growth based on their understanding of teaching as a teacher.

Many Chinese researchers also have different opinions towards the teacher's CPD. [Tang \(1999\)](#) suggests that teachers should undergo the process from non-mature to mature which includes the accumulation of knowledge, the improvement of ability and the sublimation of emotion. Similarly, [Zhu \(2002\)](#) comments that "CPD is the process of professional growth and maturity based on the enhancement of knowledge, skills and feelings, which is also the process of shifting from non-professional to professional"(p.32). Meanwhile, [Xiong \(2002\)](#) points out that CPD refers to the course of advancing the qualities and specializations of teachers. It requires the teachers to set their career aims by learning and educating and to improve their teaching strategy. [Zhu \(2003\)](#) endorses the view that CPD is the advance in professional qualities of each teacher as they pursue the maturity, constantly keep updated, develop the beliefs, adjust the behavior and abilities, affection and strategies in the course of the entire teaching.

In short, the definition of CPD has yet to reach a common, but the consensus theory is CPD is a continual process throughout the teachers' whole life. It needs the teachers adjust their values and concepts, improve the knowledge and skills as well as adapt a specific development of career.

### 2.2.2. The Approach of CPD

In regard to the approaches of CPD, scholars have different opinions about it. Goodlad (1998), points out that outstanding teachers are a prerequisite of top schools. If the school cannot provide a good learning environment for students, they will not produce excellent works. Without better teachers, no good schools can be achieved. For Kemmis and Mc-Taggart (1982), action research is a way of self-reflection which teachers use to enhance their understanding of an engaged career and assess their working processes accurately. Wang (2013), implies that school-based training activities can be used to meet the development requirements of each teacher. Kennedy and Aileen (2014), proposed one more comprehensive models in a landmark paper called *Models of Continuing Professional Development: A Framework for Analysis* that identified 9 models of CPD. It included the following models: training, award-bearing, deficit, cascade standards-based, coaching/mentoring, community of practice, action research the transformative model. In general, these models are very vivid and practical. Teachers know these basic approaches and then use them effectively in teaching to increase the quality of teaching.

### 2.3. The Relation Between Reflective Teaching and CPD

“It is generally accepted that reflective teaching has become a major pursuit in teacher education, which is an indispensable part of the professional development” Cheng (2013). Bartlett (1990), shows that reflective teaching not only produces a new idea of teachers’ training, but brings a fresh way to advance the quality of teaching as well. It has a positive importance in facilitating the professional evolution of teachers. Wildman *et al.* (1990), demonstrated reflective teaching aims at professional improvement of teachers. Without the systemic reflection, the teacher’s CPD is impossible to appear. A good summary of the relations between reflective teaching and CPD has been discussed in the work of Wallace (1991). There are three stages: pre-training (trainee’s existing conceptual schemata or mental constructs), professional development (practice and reflection) and achievement of goals (professional competence). The model is the reflective circulation and Cheng (2013) concluded that it is a shorthand for the process of continuing to reflect on the received knowledge and empirical knowledge in the context of professional action. Recently, a Chinese researcher, Wang (2001), believes that reflection for the CPD of the teacher is an effective way to develop their self-awareness to finally achieve the professional ability to become an “expert teacher”. To sum up, reflection is a core element in the teachers’ CPD which is a major factor for the teacher’s self-development.

### 2.4. The Research Between Reflective Teaching and CPD Abroad and at Home

The research of reflective teaching and teachers’ CPD covers many aspects of education, the specific information of the study in and out of China as follows:

Table-1.

Author (year)	No. of included Collage English teachers	Research Method	Research Time	Research Results	
				Positive relation between reflective teaching and teachers’ continual professional development	The problems of reflective teaching
Wang (2013)	118	Quantitative method: questionnaires  Qualitative methods: classroom observation teachers’ journals interview	One semester	1. They want to participate in academic exchanges, hold positive attitude to reflection, and emphasize reflective teaching produce positive effects on CPD. 2. It makes teachers’ communication and interaction with students easier. 3. Writing journals promote their	1.It is hard for teachers to break through traditional model of teaching in short time. 2. Reflection function is limited, and most of the reflections only notice the teaching problems, too much self-criticism and lacking theoretical guidance affects understanding of teaching reform.

				reflection, find errors and contradictions and then think about solutions of problems actively.	
Rui (2011)	90	Quantitative method: questionnaires  Qualitative method: classroom observation teachers' journal interview	One year	1. Combining reflection and practice can help teachers find the problems in the teaching process and facilitate appropriate corrective measure. 2. Teacher's attitude of the reflection influences the efficiency of CPD. They have learning experience abroad as well as their academic qualifications have an effect on reflection ability. 3. Reflective teaching and CPD are mutual promotion.	1. The width and depth of reflection are limited. 2. Teachers think the reflection appraisal from schools gives them some pressure and then produce the bad reflection behavior.
Sowa (2009)	6	Qualitative method: interview observe projects action research reflection papers a professional working theory paper	One semester	1. Teachers feel more confident about their teaching and exhibited an open-ended attitude to trying varied and new strategies. 2. They develop skills to investigate and analyze challenges.	They cannot conduct these reflection projects very well because of time constraints and testing pressure.
Liou (2001)	20 student teachers'	Qualitative method: analysis 20	Six weeks	After reflective teaching training class,	1. Teachers differ in their ability to reflect on experience and



		observation reports and 20 practice teaching reports		the participants could do more critical reflection than descriptive reflection and focus topics on practical teaching issues.	they need a training class to guide them. 2. They did not show substantial development of critical reflection with long time.
Farrell (1999)	3	Qualitative method: audio-tape	Sixteen weeks	Journal writing can provide an opportunity to write reflectively about teachers' teaching process.	1. Teachers apply less reflection theories to classroom teaching practices and pay more attention to teaching problems than the solutions of the problems. 2. The teachers did not change their degree or focus of critical reflection over the 16 weeks.
(Zhou <i>et al.</i> , 2008)	6	Qualitative methods: classroom observation teaching diary student observation interview	Two semesters	From group reflective discussions, teachers have more enthusiasm to share the thinking and process of their class and get some new and creative teaching approaches as well as have more energy to improve themselves over a long time.	
Shawer (2010)	6	Qualitative case-study methods: interviews observation	Three months	There are positive correlations between the teacher's adaptation approach and the teacher's professional development.	Teacher's resistance, curriculum irrelevance and underdevelopment reduce the teacher's reflection and improvement.
(Beycioglu <i>et al.</i> , 2010)	1037	Quantitative method: questionnaires	Four days	Teachers update and improve their skills through professional development.	Some teachers with educational research are dramatically low compared to western countries.

(Minna Körkkö and Turunen, 2016)	13 student teachers	Qualitative method: student teachers' portfolios	One academic year	<p>1. Using the recording APP, the student teacher's enhance professional development through video observation.</p> <p>2. Reflection feedback and specific issues promote the development of practical theories, and then the student teacher's reflections broaden and deep gradually.</p>	The participants reflect descriptively.
(Noormohammadi and Samane, 2014)	172	Quantitative method: three different questionnaires		<p>1. There was a positive relationship between teacher's reflective practice, self-efficacy and autonomy.</p> <p>2. Reflective practices foster teacher's effectiveness, independence and job satisfaction.</p> <p>3. Through reflection the teachers are more confident and conscious to participate in the school or management of the institute.</p>	
Cheng (2013)	20 novice English teachers	<p>Quantitative method: questionnaires</p> <p>Qualitative methods: in-depth interviews observation documentary</p>	Fifteen weeks	<p>1. After the reflection training, novice English teachers in colleges gradually learn new teaching styles to improve their teaching quality.</p> <p>2. They find teaching problems, making an analysis and evaluation of</p>	The participants know strategies of reflection, whereas they cannot use these methods in classroom teaching directly.

				the classroom and obtaining benefits from teaching practice timely.	
Meng and Liu (2007)	3 countryside English teachers	Qualitative methods: teaching journals interview		1. After reflection of the teaching journals, dialogue, group discussion and action research, three teachers have more energy and confidence in future teaching 2. Their belief and teaching practice have mutual influence and improvement.	
(Hao, 2007)	6 teachers' cases of reflection	Qualitative method: analyze the cases of teaches' reflection record		Reflective teaching benefits teacher's professional development.	Teachers only reflect some surface of the problems, such as "what", but less "why" and "how".

Based on these previous studies on reflective teaching and teacher's CPD abroad and at home, the author identified two different outcomes: the positive relationship between reflective teaching and the teacher's CPD, the limitation between them.

The positive relationship between reflective teaching and teacher's CPD :

1. Reflective teaching is correlated with the coefficient of the teacher's CPD (Beycioglu *et al.*, 2010; Hao, 2007; K rkk  *et al.*, 2016; Meng and Liu, 2007; Noormohammadi and Samane, 2014; Rui, 2011; Shaver, 2010; Wang, 2013).
2. Teachers using reflective teaching will enhance teaching energy and confidence (Liou, 2001; Meng and Liu, 2007; Noormohammadi and Samane, 2014; Sowa, 2009; Wang, 2013; Zhou *et al.*, 2008).
3. Teaching journal writing causes positive effects on the promotion of teaching quality, responsibility and consciousness (Rui, 2011; Sowa, 2009; Wang, 2013).
4. Positive reflection attitude, academic qualifications and the overseas study experience promote the efficiency of teacher's CPD (Sowa, 2009; Wang, 2013).
5. Based on group reflective discussions, teachers have more enthusiasm to share their thinking and get some new and creative teaching methods (Meng and Liu, 2007; Zhou *et al.*, 2008).

The limitations of reflective teaching and teacher's CPD are :

1. It is difficult for teachers to break the traditional mode of teaching in a short time and they apply less reflection theories to classroom teaching practices (Farrell, 1999; Liou, 2001; Wang, 2013).
2. Teaching journals show that most of the reflections focus on teaching problems and the reasons and solutions are rarely discussed while the reflection function is limited (Farrell, 1999; Hao, 2007; Minna K rkk  and Turunen, 2016; Wang, 2013).
3. There is a lot of self-criticism but less encouragement in journals and the lack of theoretical guidance affects our understanding of reflective teaching (Liou, 2001; Rui, 2011; Wang, 2013).
4. The reflection appraisals from schools put pressure and time constraints on teachers. The teacher's resistance, curriculum irrelevance as well as underdevelopment result in bad reflection behaviors (Rui, 2011; Shaver, 2010).
5. They did not show substantial development of critical reflection over time (Cheng, 2013; Farrell, 1999).

In view of the literature the author discussed so far, the researchers took various theories of reflective and CPD in and out of China. One may assume that reflection is the vital factor of teacher's CPD, which promotes CPD. Although there are problems, reflection is descriptive rather than critical. Whether critical reflection substantially develops teacher's CPD over time, Liou (2001) and Farrell (1999) have an opposite opinion to that of Zhou *et al.* (2008). There is no doubt that the results of these studies are unreliable because they lack the trigonometric surveys and are only based on observations and videotapes. Interviews would enhance the accuracy significantly.



### 3. Discussion

A strong relationship between reflective teaching and CPD has been reported in the literature (Bartlett, 1990; Cheng, 2013; Dewey, 1933; Farrell, 1999;2007; Li, 2000; Schon, 1983; Wallace, 1991; Wang, 2001). The results of this study indicate that teachers improve their CPD based on reflection and the reflective teaching and CPD have a two-fold interaction (Beycioglu *et al.*, 2010; Liou, 2001; Meng and Liu, 2007; Noormohammadi and Samane, 2014; Sowa, 2009; Wang, 2013; Zhou *et al.*, 2008). However, the error recognition, time limit, the lack of theoretical guidance and without substantial development of critical reflection still affect the efficiency of CPD for teachers (Cheng, 2013; Farrell, 1999; Hao, 2007; Liou, 2001; Minna K rkk  and Turunen, 2016; Rui, 2011; Wang, 2013). As a learner, the author agrees with the theory by Rui (2011) who says that teachers who have the experience of learning abroad will have increased awareness and ability to use reflective teaching to facilitate their CPD. In addition, the higher the academic degree is the more the ability of reflective teaching will be. Another idea that the author is convinced of is the one by Liou (2001). He proposes that CPD will not take root if the sociocultural context and educational system do not offer support. In other words, teachers need the training or vivid reflection activities from school or society. The systematic theory, the high ability and the abundant practice of reflection are the most crucial factors to accelerate the teacher's CPD.

### 4. Conclusion

This study aimed to determine the relationship between reflective teaching and teacher's CPD. The relevance of these results are supported by the current findings that English teacher's teaching practice and reflection produce mutual promotion with teacher's CPD (Sowa, 2009). Furthermore, the teacher's reflection is an important strategy for their development and creates overall progress (Wang, 2013). However, lack of theoretical knowledge restricts the teacher's autonomous reflection ability. Teachers should carry out reflective teaching rather than descriptive reflective teaching (Liou, 2001). Additionally, addressing the reflection appraisal pressure of schools and time constraints may help teacher's CPD on a long term basis (Shawer, 2010). In general it seems that three implications are used for teaching in class. Firstly, the reflective consciousness should be cultivated. Secondly, teachers need to focus on the combination of reflection theory and teaching practice. Thirdly, school and society should supply training activities and relax the environment for English teachers to enhance the quality of their reflection. There is no doubt that applying the reflective teaching will benefit the teacher's development. Whereas, it is unfortunate that this project pays more attention to the reflection theory and teaching practice, but less on the advancement and learning results of teachers and students. Consequently, further studies should investigate how reflective teaching impacts these areas.

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