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## **Redefining Teaching and Learning Cycle: A Study on Reflective Insights for Enhancing an Intercultural Efl Lesson Delivery in Timor, Eastern Indonesia**

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### **Abstract**

This qualitative study explores the reflective insights of an EFL teacher in Timor, Eastern Indonesia, with the aim of identifying strategies to enhance lesson delivery within Teaching and Learning Cycle (TLC) model. The TLC is a spiral framework for running language instruction and incorporating assessment as a reflective stage within each stage. This study draws on the teacher's reflective journal, which captures classroom observations, self-evaluation, and decision-making processes during lesson delivery of each TLC model stage. This study utilizes thematic analysis in identifying key themes across the TLC stages. Results of the study underscore the themes, including questioning skills, recycling the cycle to support student comprehension, enhancing teaching approach and classroom management, providing relevant examples and revising based on student feedback, and improving support for student writing. The results suggest that the teacher's reflective insights corresponded to students needs, create participatory learning atmosphere, and inform instructional decision-making. These insights have implications for, *firstly*, EFL teachers to revisit their reflective practices; *secondly*, teacher educators to provide advocacy in preparing effective reflective practice, and, *thirdly*, policymakers as they can inform the development professional development programs the refinement of the TLC model to strengthen its applicability and impact in diverse educational contexts. Overall, this study contributes to the growing body of research on the role of teacher reflection in optimizing instructional practices and student learning outcomes within the TLC framework.

Keywords : Teaching and Learning Cycle, Reflective Practice, EFL Pedagogy, Intercultural Competence

## Introduction

Effective instructional delivery forms a cornerstone for quality teaching and learning (Harmer, 2007). This efficacy requires a comprehensive understanding of the phenomena that occur throughout the learning process. Within any pedagogical model, teachers guide students through various learning stages, including establishing learning contexts and facilitating independent knowledge construction (Kroll, 2004). However, classroom dynamics and diverse students' needs often compel teachers to continually manage and improve their teaching practices to enhance delivery. Pedagogical reflection offers a key strategy for identifying developing phenomena and addressing emergent issues within the learning process.

This study is grounded in the context of teacher reflection for developing effective pedagogical practices. Reflective teaching practice has long been recognized as an effective learning component. Language education has even mainstreamed reflective practice, as it empowers teachers to critically assess their instructional approaches, identify areas for improvement, and implement data-driven insights/ strategies to enhance student learning (Colomer et al., 2020). Rooted in the importance of pedagogical reflection, this qualitative case study explores a teacher's reflective insights to identify strategies for enhancing instructional strategies for enhancing instructional delivery within a teaching and learning cycle model.

Teacher reflection provides an in-depth perspective on the challenges, considerations, and opportunities for improving teaching practices (Suphasri & Chinokul, 2021). By focussing on this reflective process, the present study aims to unravel the teacher's reflective insights that can inform and refine the TLC model, which contributes to more effective instructional delivery.

Findings of the present study offer some insight novice teachers, experienced educators, and policymakers. By understanding specific reflective insights that improve instructional delivery, educators can implement sustainable professional development initiatives. In line with this, the investigation of the TLC model in this study can inform the design and implementation of an instructional plan, ensuring that novice teachers acquire the necessary skills and strategies for effective instructional delivery.

The present study, therefore, seeks to meet two underlying objectives:

1. To explore a teacher's reflective insights that can be used to enhance an intercultural EFL lesson delivery within a teaching and learning cycle model.
2. To identify the impacts of improvements to the delivery of a teaching and learning cycle model in enhancing an intercultural EFL lesson based on teacher's reflective insights.

Stemmed from the objectives, this study aims to answer the following questions:

1. What are the reflective insights of a teacher that can be used to enhance an intercultural EFL lesson delivery within the teaching and learning cycle model?
2. What are the impacts of improvements in the delivery of a teaching and learning cycle model in enhancing an intercultural EFL lesson based on the teacher's reflective insights?

## Literature Review

### The Concept of Teaching and Learning Cycle Model

The Teaching and Learning Cycle, conceptualized as the Curriculum Cycle by a group of Australian scholars, emerged as a pedagogical framework designed to foster literacy skills in disadvantaged students (Triastuti et al., 2022). Drawing on its strong philosophical and theoretical tenets, this instructional framework was developed to guide the planning, delivery, and evaluation within a series of teaching and learning process. Most commonly, the framework encompasses a series of stages, including context preparation, text modelling, guided practice, and independent learning (Derewianka, 2003; Fenwick & Herrington, 2022).

One of its defining characteristics of the TLC is its emphasis on a spiral process. This iterative approach enables educators to facilitate structured language learning, systematically revisiting areas requiring development, and fostering student-centered learning (Jones & Derewianka, 2016). Stemmed from these features, an effective TLC model necessitates that teachers possess a comprehensive understanding of the intricate interplay among instructional design, learning experiences, and evaluation (Callaghan & Rothery, 1988; Jones & Derewianka, 2016). Consequently, this implies a continuous need for teachers to cultivate reflective insights into both pedagogical progression and students' evolving learning experiences.

The current study adopts the five-stage TLC model by Sharpe and Thompson (1988, as cited in Foley, 2012, p. 154), which includes preparing the context, developing the context, modeling, teacher-led construction, and student-led construction. Each stage plays a crucial role in facilitating learning progress. Distinctively, this model positions assessment as a vital reflective stage integral to each cycle, in that, it guides teachers to evaluate their teaching practices in a holistic approach. In other words, the TLC model offers a reflective teaching practice, and so, teachers may gain a deeper understanding of classroom teaching and learning dynamics. As results, it informs decisions to enhance instructional management.

### Reflective Practice for Teachers Development in ELT

The concept of reflective practice has found widespread implementation in educational contexts. It draws on the foundational principles from the works of Donald Schön (1987) and John Dewey (1922). Schön (1987) emphasized the significance of both 'reflecting-in-action' and 'reflecting-on-action' to enhance professional practice. Similarly, Dewey (1922) posited that reflective practice positions teachers as critical thinkers in the learning process in advocating a systematic appraisal of one's experience to guide future actions. These views underscore an essential role of reflection for teachers in planning, implementing, and achieving sustainable educational goals.

Reflective practice can be applied individually or collectively. Amulya (2004) suggests that choosing one among the two approaches rests heavily on the objective of learning from

prior experience. While the initial approach aims for a teacher's independent analysis and refinement, the latter one identifies collaborative activities, such as group discussions among teachers or communities of practice, to share experiences and insights. Moreover, viewed through a process perspective, both approaches lie on a continuum. Colomer et al. (2020) exemplify that a teacher can first engage in individual reflection before share findings among colleagues to acquire new insights. Similarly, prior individual reflections can enrich collective reflection. It is suggested that the flexibility in selecting either individual or collective approaches, or a combination thereof, can facilitate more effective and impactful reflective practice.

Despite the recognized benefits of reflective practice, criticism and considerations remain persisted. The body of literature arises questions regarding the consistent and effective application of reflective practice across diverse EFL contexts (Godínez Martínez, 2022; Nurkamto & Sarosa, 2020). In addition, debates emerge concerning complexities of developing and evaluating teachers' reflective competencies. Several studies identify a primary challenge in this domain (Biktagirova et al., 2021; Machost & Stains, 2023).

In summary, reflective practice of teaching emphasizes the critical role of reflection-in-action and reflective-on-action in enhancing teachers' professional practice. Studies have identified significant benefits of reflective practice, particularly within English (language) teaching contexts. Despite its advantages, discussions have also emerged regarding the challenges associated with its implementation in instructional development practice. These discussions further highlight the demand for enhancing teachers' capacity for effective and measurable reflective teaching.

### **Previous studies**

Studies have emphasized the role of reflective practice in instructional development. Tabassi et al. (2020) reported on the implications of reflective practice in promoting teacher performance, enhancing student satisfaction, improving effective learning, which entails development in teachers' pedagogical self-awareness and self-efficacy. This aligns with Farrell's (2021) view on advantages of reflective teaching practice for EFL teachers' professional development.

Previous studies also reinforce the positive impact of teacher reflection throughout the teaching and learning process. During the planning stage, for instance, reflection leads to the comprehensive design of instruction in weaving student needs (Orakcı, 2021). Subsequently, in the implementation phase, reflection enables teachers to make timely adjustments to their strategies. In the evaluation phase, reflection prompts a deeper analysis of an instruction and identify areas for improvement in subsequent cycles (Uştuk & De Costa, 2021).

A recent study by Deocampo (2024) investigated the practice of EFL teaching and learning within a micro-teaching context, through the application of reflective practice. The research identified an emerging awareness among pre-service teachers regarding the

importance of reflective feedback. Specifically, it uncovered an interplay between the formation of positive attitudes and the development of competence concerning the effectiveness of reflection-based EFL learning. These findings support the idea of Farrell (2008) on research-based language teaching and learning.

Despite the empirical evidence, hindering challenges remained exist in practice. Current studies indicate that teachers often struggle with systematic and sustained reflection, particularly within demanding and high-pressure teaching practices (Ebadijalal & Moradkhani, 2022; Hu, 2023). This study seeks to understand a comprehensive and contextualized understanding of nature and implications of appropriate reflection that addresses contemporary demands and needs. While existing literature highlights the importance of teacher reflection, deeper investigation is still required to understand how specific reflective insights can enhance lesson delivery in the framework of the TLC model. Rooted in the need to understand how reflective practice creates an effective TLC model in practice, this study aims to address this gap by exploring a teacher's reflective insights that refine the TLC model and how it brings impacts in improving an intercultural EFL lesson delivery.

It is suggested from this study that the TLC is as a pedagogical framework that navigates the systematic planning, delivery, and evaluation of instruction through an iterative process (Derewianka, 2003; Fenwick & Herrington, 2022). Underpinned by theoretical tenets, the TLC model has reserved widespread recognition for its capacity to boost literacy development, particularly among disadvantaged students (Triastuti et al., 2022). Integral to the TLC's efficacy is the concept of reflective teaching practice, which suggests the critical role of both "reflection-in-action" and "reflection-on-action" in enhancing instructional strategies and student learning outcomes (Dewey, 1922; Schön, 1987).

Within the context of EFL education, reflective practice has led to empower teachers to analyze their pedagogical approaches, identify areas for improvement, and implement data-driven understanding to reinforce instructional delivery (Colomer et al., 2020; Farrell, 2021). Furthermore, the development of intercultural competence has emerged as a key objective in contemporary EFL pedagogy (Godínez Martínez, 2022). Rooted in these concepts, this qualitative study aims to explore a teacher's reflective insights to refine the TLC model and improve the delivery of an intercultural EFL lesson, addressing a gap in the existing literature.

## **Research Methodology**

### **Research Design**

This study employs a qualitative approach (Creswell & Creswell, 2018). By exploring a teacher's reflective insights, this research approach served as a research tool in understanding areas of improving as well as unlocking impacts in the lesson delivery within a TLC model. More significantly, this approach allows for an in-depth examination of the teacher's reflective

process and a contextual understanding of experiences of reflective practice during classroom teaching and learning scenarios.

### **Research Participants and Setting**

The present study adopts a single-participant case study design, focusing on an experienced EFL teacher in Timor, Eastern Indonesia, to explore reflective insights that inform pedagogical decision-making and lesson delivery refinement. The teacher's national certification, bilingual competency, and pilot study demonstrated the competence and readiness to implement the TLC in the present study. The study consisted of two learning cycles. The first cycle focused on the topic of "Report of Cultural Events", while the later cycle addressed "Report of Traditional Houses". The learning process unfolded through the stages of the TLC. The implementation of the learning process underscored the iterative nature of lesson planning, teaching process, and evaluation emphasising reflection to identify areas for improvement upon instructional practices as advocated by Schön (1983) and Zeichner and Liston (2013).

Data for this study was collected from an EFL "Writing for Professional Context" course during the 2023-2024 academic year at the English Education Study Program of Artha Wacana Christian Wacana University, Timor (Universitas Kristen Artha Wacana, 2020). The class size consists of 40 students who enrolled in the course. The students were originated from a range of regions across East Nusa Tenggara, including Timor, Sumba, Sabu, Rote, Flores, and Alor. The course aimed to develop both English writing skills and Intercultural Communicative Competence. To address these dual objectives, learning activities fostered an understanding of cultural topics from various regions-local, national, and international-while students practiced English writing. Instruction followed Sharpe and Thompson's (1988, as cited in Foley, 2012) five stage TLC model, commencing context development, followed by modelling, scaffolding instruction, and autonomous learning.

The course comprised 14 meetings covering two cultural topics, including cultural events and traditional houses. The TLC model was applied independently to each topic, allowing for repeated stages within each cycle based on the teacher's reflective feedback. This demonstrates that the reflective feedback in cycle 1 contributes to some refinement before the following cycle. Similarly, refinement can bring some impacts in upcoming cycle as well.

### **Instrument**

The research instrument employed in this study is the teacher's reflective journal. Reflective journal serves as a repository for the teacher's detailed notes, observations, and self-evaluation of own teaching practices (Zulfikar & Mujiburrahman, 2018). The use of reflective journal aligns with prior studies to investigate teachers' perceptions and strategies (Cirkovic-Miladinovic & Dimitrijevic, 2020; Farrell, 2013). The reflective journal of this study adapted a protocol from Li (2017). This aligns with the study's objective of exploring the EFL teacher's insights and decision-making processes during lesson process.

### **Data Collection Procedures**

The reflective journal, consisted of six questions, was designed in form of a google form, where teacher has access to complete it after each lesson stage. Specifically, this study, gathered data from the teacher's responses to two guiding questions within the reflective journal. The question, "How can I improve on today's teaching?" was addressed in Cycle 1. This prompt encouraged critical reflection, identifying areas for refinement and potential strategies to enhance lesson delivery. In Cycle 2, responsive feedback was collected from the question, "What can be described from the stage teaching and learning cycle today?" This question seeks to reveal the nature of the TLC stage based on the refinements made.

### **Data Analysis**

This study employed thematic analysis to analyze data derived from teacher's reflective insights, which were based on responses to two reflective questions. Braun and Clarke (2019) describe thematic analysis as a flexible data analysis technique that guides researchers in identifying data patterns in conjunctions with theoretical assumptions. This technique has been widely adopted in numerous studies. For instance, Chen (2021) utilized this approach to identify recurring patterns and themes within an EFL study. The stages included familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, and producing the report as Braun and Clarke (2019) described. This paper presents the key themes along with their explanations as completed in Chen's (2021) work.

## **Results and Discussion**

### **Results**

This section first presents an overview of the students' preparedness prior to begin each learning stage in Cycle 1 of the TLC model, followed by a description of the learning process withing each stage. The subsequent data focuses on the teacher's reflective insights, accompanied by an examination of the improvement or changes observed in each teaching practice of Cycle 1 and impacts on Cycle 2. The data is tabulated and includes thematic themes.

### **Students' preparedness and challenges during the study**

Students, participating in the current study, originated from spoken language cultures across East Nusa Tenggara province, easter Indonesia, as mapped out in the work of Edwards (2018). Teacher's observational note reveals that students possess some background knowledge in their cultures as well as their practices. This is manifested in their adeptness at competing projects such as *Sociolinguistics*, wherein they showcase their regional dance accompanied by descriptions. Furthermore, the data on students' demographic information indicates that fifty percent of the students have achieved some prestigious talent events,

including the Language Ambassador, Tourism Ambassador, and Genre Ambassador, at both the regency/city and provincial levels. Concerning their English language proficiency, particularly in writing, the data suggests that they have completed prerequisite course before enrolling in the current study.

However, challenges laid in the needs for some students' engagement in the preparation and context development stages. Several passenger students seemed to be less responsive to the prompts, for instance, in preparing the context stage, which made the learning process lacking its principles for activating students' background knowledge. Moreover, in the developing context stage, students are challenged to begin expressing their ideas through short writing tasks after reading. The challenges become more complex in the subsequent three stages, as students must write based on model texts. To overcome these challenges, the teacher not only planned for using alternative strategies to engage students, but also, reiterated certain learning stages to strengthen students' specific understanding, particularly in the developing the context and modeling stages.

### **Learning process during Cycle 1 of TLC Model**

This section depicts the learning process at each stage of the TLC of this study. The learning process is based on the teacher's reflective notes. Understanding the learning process within this study is a crucial initial part prior to having a comprehensive picture of the improvement and impact of the overall approach.

In the preparing the context stage, the "teacher enhances students' background knowledge" on the report genre and uses various techniques, including research and note-taking skills, questioning, and brainstorming to engage students in learning about the *Fulan Fehan festival*, an annual event participating participants from neighboring regencies. In the process, students contribute ideas and share intercultural experiences.

The developing the context stage, however, faces some challenges, as "teacher guides groups to understand instructions" during group work. These are issues that some students were passive, and so, the teacher spent much amount of time scaffolding them to organize content of the reading text. Meanwhile, in the modeling stage, students "use fishbone to organize cultural event ideas," negotiating topics and receiving scaffolding support from the teacher as they drafted their reports. Following the process, it was noted that it had opportunities to decide and refine drafts of certain selected topics before agreeing on another.

Moreover, the teacher-led construction stage shown some increased "scaffolding" from the teacher, as students engage in collaborative learning and demonstrate "awareness of previous learning." Along with the learning process, the teacher was attentive and played collaborative role in providing support to the groups as students organize the topics for the report writings.

Furthermore, in the student-led construction stage, "students become motivated" and "engaged in dialogic learning" through questions, discussions, and sharing. In summary, the

TLC model guides a collaborative and scaffolded learning, though the teacher faces some challenges with passive students and organizing content.

### Reflective Insights on Improvement Areas of the TLC Model

This section presents the identified themes derived from the teacher's reflective notes, which pertain to improving the TLC model stages during Cycle 1 lessons. Table 1 stages of the TLC model, accompanied by the teacher's reflective notes and identified themes. A detailed explanation of these themes is provided following the thematic data presentation.

**Table 1**

*Themes of Areas of Improvement in the TLC Model*

Stages	Teacher's reflections	Themes
Preparing the context	"I can improve my questioning skills from best practices in this stage to make good teaching practices in the following stages of teaching and learning cycle."	Improving questioning skills based on best practices
Developing the context	"I had to recycle this stage in an extra time that students can have comprehensive understanding on the lesson of this stage."	Recycling the cycle to better support students' comprehension
Modeling	"I had to improve my teaching in terms of approach to students who are not very active in a group. Besides, I had to improve my classroom management."	Improving teaching approach and classroom management for active students
Teacher-Led Construction	"I should improve today's teaching in terms of examples of language used and revision based on students' report writings, then, offers presentations among groups to all classroom members."	Enhancing lesson examples and revision based on student's feedback
Student-Led construction	"I can improve my teaching in terms of helping the students with language use on their writings."	Improving support for students' language use in writing

**Note:** The Teaching and Learning Cycle (TLC) Model was implemented in the classroom, and the table presents thematic data on the areas of improvements identified by the teacher during the different stages of the TLC model.

As shown Table 1, the theme for preparing the context highlighted enhancing questioning techniques, focusing on effective learning strategies, and underscoring the importance of ongoing improvement at this foundational stage to ensure effective learning in subsequent stages. Subsequently, in the "developing the context" stage, the theme indicates reiterating the stage to deepen students' comprehension. Moreover, the theme for the "modeling" stage outlines several issues identified by the teacher, include the need for alternative teaching strategies, effective classroom management, and the appropriate use of learning media. These issues bear implications for the teacher's efforts to engage students in learning activities to foster independent learning.

Furthermore, in the "teacher-led construction" stage, the theme addresses the development of language instruction, improvement of student writing outcomes, and

facilitating group presentations. Finally, the theme in the “student-led construction” stage emphasizes the necessity of developing learning methods to support students’ practice of English language use in independent writing activities. Collectively, these themes illustrate the teacher’s reflective pedagogical awareness and commitment to continuous improvement across the TLC model stages. The insights reveal the teacher’s capacity to identify areas for enhancement and expected goals to optimize lesson delivery.

### Impacts on Practices of the TLC model

The thematic analysis of the teacher’s reflective insights highlighted several key themes corresponding to impacts of improvements being identified during the implementation of TLC model stages in Cycle 2. Table 2 presents thematic data highlighting the impact.

**Table 2**

*Thematic Data on Impacts Improvements in the TLC Model*

Stages	Teacher’s reflections	Themes
Developing the context	“In this teaching and learning cycle, students have demonstrated their ability to unpack information into their own writing. For example, they can quickly describe clues of information for each question session.”	Effective Application of TLC
Modeling	“The class started by Q & A session and some admitted that they still wanted to differentiate between the information content in the general classification and description. There is little opportunity to do writing based on the model report.”	Content Understanding and Short Writing Practice
Teacher-Led Construction	“The teaching and learning cycle provides more opportunities for writing report of traditional houses. Several students practice writing based on the model, while others have shown process of writing using research and notetaking skills and prompts. Discussion among students and the teacher perform classroom interactions. Following the teaching program, it was presentation which shows little evidence from students’ learning experience. However, it was noted from their presentation for progress writing.”	Enhanced Writing Opportunities and Process
Student-Led construction	“Teaching and learning cycle today run on the planning. The number of students in this stage was increasing compared to previous stages. To anticipate the lesson, the writing activities began early. Thus, students have much time to develop ideas individually. This is the meeting where students were going to write on the chosen topic of the Traditional house of Aceh.”	Effective Planning and Execution of Writing Activities

**Note:** The Teaching and Learning Cycle (TLC) Model was implemented in the classroom, and the table presents thematic data on the impacts and improvements observed during the different stages of the TLC model.

The thematic analysis offers insights into the effectiveness of the TLC model during Cycle 2. The analysis reveals distinct themes across various stages and demonstrates student progress as well as areas for further development.

During the “developing the context” stage, the theme indicates the teacher’s observation on students’ effective application of the TLC model. It was noted that students unpacked information for their own writing and, at the same time, demonstrated awareness of their writing styles. This indicates that the refined TLC framework facilitated constructive engagement with the content and enhanced self-awareness regarding their learning preferences. Moreover, the theme in the “Modelling” stage indicated teacher’s notes on challenges that the students face in distinguishing contextual information. Despite this, the TLC model incorporated relevant activities to address students’ needs. Following this strategy, however, the theme also revealed some restricted opportunities for students to engage in writing based on the provided model, in that, a potential area for improvement was recommended.

Furthermore, the theme for the “Teacher-led construction” stage suggested enhanced writing opportunities. It emphasizes learning experiences of content organization, grammar, and vocabulary. Drawing on the teacher’s notes, it is suggested that students practiced writing informed by the model and utilized research and note-taking skills. During this stage of learning, the classroom discussions between students and the teacher were also evident, though some limited experiences refer to more opportunities for the final presentations.

Finally, the theme in the “Student-led construction” stage demonstrated the teacher’s observation on increased students’ engagement compared to preceding stages, as evidenced by their active participation in writing. The theme also highlighted the teacher’s reflective notes on the need for sufficient time that students can develop their ideas independently. These findings align with the works of Deocampo (2024) and Uştuk and De Costa’s (2021) concerning teacher reflection in identifying areas for improvement, adapting instructional strategies, and fostering more participatory learning environments.

## **Discussion**

This research has offered some insights into an EFL teacher’s understanding of the inherent spiral process within the TLC model, as evidenced by its application in an intercultural EFL lesson in Timor. Data analysis delineated areas requiring refinement at each stage of the initial learning cycle and documented their subsequent impact on subsequent cycles. For instance, the improvement of the “developing the context” stage involved the teacher’s revisiting of the lesson, aimed at reinforcing students’ comprehension of the material. The revisiting lesson aligns with the essence of this learning stage as it seeks to engage students in unpacking information from their learning experiences. Correspondingly, this reflective improvement influenced the implementation of the same stage in the subsequent learning cycle. Moreover, the teacher’s reflections indicated the emergence and shaping of students’ learning styles within the pedagogical scenario.

Subsequently, the teacher’s reflective insights demonstrated some relevancies to scaffolding independent learning. This was manifested in reflections from the “modeling” stage

of Cycle 1, which summarized a key issue regarding classroom management. The teacher's emphasis on addressing this issue resonates with findings from the studies by Tabassi et al. (2020) and Farrell (2021), which underscore the need of teacher reflection facilitating student engagement in the teaching and learning process. Drawing on these reflective insights. Several implications arose for the same stage in the subsequent cycle. It includes the formation of class structure through students' engagement with the intercultural learning materials. It suggested that the teacher's awareness of students' perseverance prompted lesson management to be tailored to student needs. This aligns with Deocampo's (2024) findings on how awareness is cultivated among pre-service teachers in an EFL lesson, in which, their positive attitude and teaching competence evolved to arise as results of series of reflective practice.

Despite critical notes regarding opportunities for developing writing models, the impacts highlighted in the teacher's reflections for the "modeling" stage improvement serves as a basis for future improvements. These critical observations align with findings from Ebadijalal and Moradkhani (2022) and Hu (2023), emphasizing the identification of challenges following improvements in the following enhancement. This also corresponds with Foley's (2012) idea on essence reflection as a vital element in the TLC model that monitors an instructional progression as well as diagnosing emergent challenges.

Moreover, the teacher's reflective insights in the "teacher-led construction" stage not simply underscored the demand for enhancing students' report writing experiences, but also, highlighted the critical need to cultivate the independent learning styles in the preceding stage. The reflective insight also documented the development of collaborative learning for group presentations. Drawing on these insights, several implications were recorded in the same stage of the subsequent cycle, including writing experiences based on model texts and adherence to an effective reading process. The implications of this learning atmosphere were described as fostering balanced classroom interaction between students and the teacher through discussions. Stemmed from these learning experiences, the teacher addressed a critical note concerning the facilitation of student group presentation. This is crucial for addressing the reflective insights on needed for group presentations in the same stage of the previous cycle.

Furthermore, this study indicated some concern among students regarding language use in writing reports on cultural topics. This was evident in the teacher's notes from the final stage - student-led construction. The teacher's notes suggested that at this stage, students' writing could serve as a reference for peers in their writing process. Similarly, the teacher's reflections added a critical note that the lesson stage necessitates an engaging and inclusive strategy for effectively scaffolding students' independent learning. Correspondingly, the teacher's note indicated a string implication for the implementation of the same stage in the subsequent cycle. This is related to classroom management for the independent writing process, as evidenced by the progression of the intercultural EFL learning according to the lesson plan. Similarly, the impacted learning aligns with Foley's (2012) explanation regarding this last TLC model stage's role in facilitating student-led learning for unpacking information into writing.

Rooted in this discussion, several findings clarify previous research. While previous studies have delineated the impact of reflective practices in the language teaching and learning (Ebadijalal & Moradkhani, 2022; Fenwick & Herrington, 2022), this research provides practical and contextual findings regarding specific notes for improvement and their corresponding impacts across the stages of the TLC model. Moreover, findings of the current study support related previous works (Ebadijalal & Moradkhani, 2022; Hu, 2023) by explaining the hindering challenges and the strategies employed by the teacher at each of the TLC model stages. It further offers some theoretical insights into the contribution of reflective teaching towards enhancing intercultural EFL learning. Similarly, it contributes to EFL practice in comparable contexts, teacher professional development, and particularly, curriculum design for holistic and integrated learning.

Furthermore, findings of the present study offer some insight novice teachers, experienced educators, and policymakers. By understanding specific reflective insights that improve instructional delivery, educators can implement sustainable professional development initiatives. In line with this, the investigation of the TLC model in this study can inform the design and implementation of an instructional plan, ensuring that novice teachers acquire some necessary skills and alternative strategies for effective instructional delivery in enhancing EFL students' cultural awareness.

### **Conclusions and Recommendations**

The reflective insights of the current study underscore an understanding of the fundamental nature of the TLC model, which is theoretically posited as a holistic language learning approach proceeding through a spiral scenario. This notion is woven into the teacher's reflective notes for the development of the intercultural EFL lesson at each stage of the TLC model during the initial learning cycle. In the stages of the content development, emphasis was placed on the formation of prior knowledge and comprehension of the lesson's context and material coverage. Subsequently, at the "modeling" stage, reflective notes revealed classroom management strategies designed to facilitate students' learning styles in engaging with models of intercultural materials. In the subsequent two stages, the teacher's insights emphasized instructional development aimed at streamlining strategies to facilitate independent learning. Moreover, this study also presents the impact of improvements based on the reflective insights at each stage in the subsequent learning cycle. It highlighted evolving students' specific knowledge during context development stages, class structure emerged in the modeling lessons, and improved learning experience in writing based on model texts. Additionally, there was an increase in the independent writing process among students in teacher-student-led construction stages.

In summary, this study offers a theoretical contribution regarding the role of teacher reflection in EFL learning. The study deepens understanding of the relevance between the TLC

model concept and reflective practice withing a framework of English language learning approaches. Similarly, this study practically elucidates the application of reflective practice within the context of intercultural EFL lessons. The present study, therefore, recommends the integration of reflective practice by EFL teachers as a holistic instrument for enhancing intercultural lessons. This recommendation is rooted in the findings that each teacher reflection holds relevance for addressing instructional development issues and students' learning needs. Moreover, this study suggests further investigations into areas requiring additional study, including strengthening research design and deepening findings. Additionally, important, this study proposes recommendations for the development of EFL teachers' competencies related to the implementation of reflective practice for intercultural EFL lessons within TLC model frameworks.

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