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**ENGLISH TEACHERS' REFLECTIVE TEACHING COMPETENCE**

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**Abstract**

Reflection is the essence of teaching and it promotes professional development. This study examined the English teachers' reflective teaching competence in four state universities in Samar. Specifically, it determined the teachers' perceived reflective teaching practices, their perceived reflective thinking attributes, their status of teaching effectiveness in terms of knowledge of subject-matter, teaching for independent learning, management of student learning, and commitment. Quantitative and qualitative designs of research were used. Using purposive sampling, 19 teachers were chosen as respondents of the study. Findings revealed that the teachers' perceived reflective teaching practices were 'excellent' and their perceived reflective thinking attributes were identified as dialectical or the highest level of reflection. The status of English language teachers' effectiveness was 'outstanding.' It further confirmed that teachers' perceived reflective teaching was understanding and knowing the learners and it is embracing change. A cyclical theory was developed as a discovery of designing strategies and shaping good learners through effective classroom practices and careful reflection. Students' performance brings out positive results on the basis of teachers' reflection through their instructional techniques and understanding their students in general.

**Keywords:** Competence, Psyche, Reflective Teaching Practices, Reflective Thinking Attributes,