

การแสดงผลย้อนกลับต่อการสอนภาษาอังกฤษเพื่อปรับความเชื่อของนักศึกษาครู

Reflective Practice on English Language Teaching for Shaping Student Teacher Beliefs

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บทคัดย่อ

นักศึกษาครูผู้ซึ่งมีประสบการณ์ด้านการสอนไม่นานนักต้องเผชิญกับความยากในการสอนชั้นเรียนภาษาอังกฤษเนื่องจากปัจจัยภายนอกต่างๆ เช่น จำนวนนักเรียนในห้องเรียนมากเกินไป นักเรียนขาดความสนใจ นักเรียนมีความสามารถไม่เท่ากัน นักเรียนมีความสนใจแตกต่างกัน นักเรียนไม่ชอบภาษาอังกฤษหรือ นักเรียนไม่มีโอกาสเรียนรู้ในสิ่งแวดล้อมที่ใช้ภาษาอังกฤษ ยิ่งไปกว่านั้น บรรดานักศึกษาครูยังมีความเชื่อซึ่งมีอิทธิพลต่อการสอนอีกด้วย แหล่งที่มาของความเชื่อเหล่านี้มีทั้งผลด้านบวกและด้านลบต่อการสอน การฝึกปฏิบัติแสดงผลลัพธ์ที่นักศึกษาสามารถแสดงเป็นกระบวนการที่สำคัญ ที่เป็นประโยชน์กับนักศึกษาครูอย่างยิ่ง หากนักศึกษาครูได้รับการฝึกฝนจนสามารถตัดสินใจอย่างมีประสิทธิภาพย่อمنำไปสู่การวางแผน สอนชั้นเรียนภาษาอังกฤษ ออกแบบแผนการสอน และประเมินผลการสอนของตนเอง โดยการใช้แนวคิดหรือหลักการของ การสอนภาษาอังกฤษอย่างเหมาะสม การฝึกปฏิบัติแสดงผลลัพธ์ที่นักศึกษาครูยังช่วยส่งเสริมการพัฒนาอาชีพของนักศึกษาครูอีกด้วย

คำสำคัญ : การแสดงผลย้อนกลับ การสอนภาษาอังกฤษ ความเชื่อ นักศึกษาครู

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Abstract

Student teachers, who have little experience in instructional settings, struggle to teach English classes due to external factors, including excessive numbers of students, students' lack of interest, mixed abilities in the classroom, multiple intelligences, students' negative attitudes towards English, and students' lack of exposure to the English spoken environment. Moreover, the student teachers' beliefs have an influence to their instruction as well. Various sources of beliefs contribute both positive and negative effects to instruction. For these student teachers, the practice of reflection plays an important role in gaining a lot of benefits out of it. If they are encouraged to do so until they can do it effectively, they will be able to come up with increasingly effective lesson plans to teach English in class. They can even evaluate their instruction adopting appropriate concepts or principles in the methods of teaching English. The reflective practice also promotes professional development for the student teachers.

Keywords: Reflective Practice, English Language Teaching, Beliefs, Student Teacher

Introduction

To teach an English class to students who do not have sufficient opportunities to practice English outside classroom, a teacher needs to plan appropriate language components, methods of teaching, materials and assessments. Teaching a language is challenging because the teacher has to design sufficient practice for students who do not live in an English environment where an excessive number of students is put into a room with limited resources for learning. However, students' language learning will not succeed if the teacher cannot plan and teach the lesson to eliminate the obstacles. The instruction is even more challenging for student teachers who have little teaching experience. They are immature, lack of confidence while taking the large responsibility to handle the class. Some of them are practicing teaching English along with putting high expectation to integrate what they have learned from pedagogical courses and English language courses and what they have faced in actual classrooms. They, therefore, have difficulties in planning lessons and teaching the class (Sudirman, 2017). Not only the external factors have an effect on student teachers' teaching English, but their personal attributes also account for success or failure to instruction. An important attribute that has an influence to student teachers, in fact to all teachers, is beliefs.

Teacher Thinking

The process of teaching profession involves a lot of thinking critically, and decision making. Being successful in teaching does not only mean having a great mastery in theories of teaching. Teachers have to build their own teaching theories once they have contacted students in the actual classroom environment using available facilities and resources. Moreover, they need to communicate effectively to the personnel involved in instruction. The theories that the teachers have constructed are workable and personalized in their own terms and contexts after they have come across their thinking process (Calderhead, 1987). This is also described as teachers' thought process (Clark & Peterson, 1986), where teachers plan by thinking before and after teaching (pre-active and post-active thoughts of teaching planning), thinking and making decisions in classrooms (interactive thoughts during teaching) and using their theories and beliefs. An output of the thought process is teacher actions which affect students' classroom behavior, student achievement, outcomes, teachers' classroom behavior, and neatness of teachers' lesson plans. Clark and Peterson (1986) also assert that other external factors become both constraints and opportunities for teacher thoughts. These factors include a school, the principal, the community, the curriculum, etc.

Ball, Knobloch and Hoop (2007) elaborated on the actions inexperienced teachers take while they are thinking about a lesson. The model is called novice teachers' instructional planning which is the following:

1. Mental process. When they plan, teachers are thinking about their own goal.
2. Prioritizing and conceptualizing content. Teachers think about and decide the content to teach. They use various materials, like texts from print or electronic media and so on.
3. Daily or hourly planning. Teachers think about a lesson on a daily or even hourly basis.
4. Coping and adapting for planning. Student teachers follow procedures in thinking and planning from the teacher preparation course they took but then they learn to think about their own practical ways.

Ball et al. (2007) also described the following factors that have an influence on the thinking process: knowledge and experience; schedules or school's timetables of an academic year; school administrators; school facilities, technology and resources that the school can

provide, students whom they need to teach, teacher personality and impracticality of planning methods.

Focusing on student teachers, John (2006) argued that student teachers' thinking process in planning lessons display three layers of circles. First, student teachers think about aims, objectives and learning outcomes of a lesson. Second, student teachers think about national curriculum, subject content, resources, activities, classroom management and student learning behaviors. Lastly, student teachers revisit the previous components in the first and second layers for different contexts of instruction. During the thought process, student teachers receive necessary information from supervisors to help them make decisions. Moreover, the student teachers also use their professional values, such as inclusion, equal opportunities and beliefs, to refine their lesson plans. They can rethink differentiation, student learning styles, degrees of difficulty of tasks and activities or conceptual understanding of subject content to end up with the lesson plan which they think is most suitable for their teaching.

Interestingly, beliefs become one attribute that teachers use while they are thinking about planning a lesson. Let us investigate the importance of beliefs in the next section.

Teacher Beliefs

The success of teachers' professional development and classroom practices depends on teacher beliefs somehow. The teachers often make decisions about components of instruction using their beliefs (Shinde & Karekatti, 2012). For example, teachers manage a classroom in certain ways because they believe in their effectiveness. Some teachers believe that a group work works better than an individual work. They also have different beliefs in designing activities. Some teachers prioritize student affective aspects. They prefer designing fun activities and believe that it is beneficial to a language classroom as long as students have fun. When students are in a joyful moment, they will pay closer attention to what they learn. Allocating time is another component that different teachers have different values upon. Some teachers allot a little or no time for the motivation phase; others prefer to focus on other phases rather than the production phase, for instance. Moreover, judgment on general student understanding is also a component which teachers have different beliefs on. Some teachers may think that introducing the whole set of rules to students is appropriate for students' own survival in the future. However, other teachers may believe in the concept of

student learning, where students learn language points gradually. One or a few grammatical rules should be introduced to students in a lesson. They still have future times to learn more accumulatively.

In addition, Richards (2015) asserts that teachers use information, attitudes, values, theories and assumptions about teaching and learning to shape their practice. This is a belief system which is derived from experience, school practice, personality, thoughts about education and other sources. The belief system drives inexperienced language teachers to view the content of the teacher preparation program and their own experience in language teaching. A teacher preparation program may be eligible to assist the novice teachers. It meets their needs. However, different teachers may interpret the content in the program in different ways and reconstruct or make decisions for their own language classes because of individuals' beliefs, language, instruction and nature of students in each class. Kennedy also said that one belief that student teachers bring to their professional schooling is that they already have what it takes to be a good teacher. Therefore, they have little to learn from the formal study of teaching.

Schramm-Possinger (2015) argues the practicum that student teachers take during their teacher preparation program has an effect on their beliefs. In other words, student teachers use the experience they have when they practice teaching to shape their beliefs. When they become novice teachers, the experience affects their instruction, accordingly. The experience also lasts long in the student teachers' teaching profession. For example, a student teacher develops the pedagogical knowledge while he or she is teaching a grade level which is assigned to teach during the practicum. When the student teacher becomes a novice teacher, he or she uses or adapts the knowledge in the current classroom as well. If there were any other perspectives concerning with language teaching, student teachers who become novice teachers seem to embrace the perspectives that are similar to theirs. Buehl and Fives (2009) add that school culture, characteristics and practices during practicum account for this behavior.

Furthermore, student teachers who teach English make decisions using their beliefs shaped by the experience the student teachers had as language students (Numrich, 1996). The student teachers often use impressed teaching techniques or activities that yield positive results in their language classes. When they were language students, the teacher used such technique or activities in a class that they really liked them. That is the reason why they later

design lesson plans adopting some of those techniques or activities. On the other hand, they do not use the techniques or activities that they had negative experience with when they were students. The teachers who had such experiences use these beliefs as references while thinking about a language lesson. The beliefs are constructed over a period of time and related to the teachers' theories of language, the nature of language teaching practice, roles of themselves as teachers and relationship with their students. Shinde and Karekatti (2012) also add that language teachers' beliefs are concerned with three areas: about language learning, about learners and about themselves.

As can be seen, student teachers' past experience as students and during their practicum is a source of their beliefs. Their practice in a language classroom may be effective if their experiences are based on theoretical aspects in teaching English. However, Jantarach and Soontornwipast (2018) assert that student teachers have their own beliefs in an emphasis on student affection, with or without considering the outcome of a particular English lesson. Some student teachers wanted to think about fun activities so that students felt enjoyable while learning English with them. What students might learn from the lesson was only at a sentential level and all components of the communicative competence were not covered. The student teachers had a belief that as long as students had fun, the class was successful. This is a negative effect of beliefs that have not been shaped. As mentioned earlier that student teachers have little experience in teaching, they should not only be provided with pedagogical and content knowledge but an effective practice should be introduced to them as well. They, then, can use their beliefs as references in thinking about planning an effective lesson with appropriate pedagogical theories or concepts. The practice is introduced below.

Reflective practice

The practice of reflection is effective for student teachers to actively and carefully think about the reasons for their decision-making. According to Dewey's (1933) definition of reflection, student teachers or any teachers actively, persistently and carefully consider beliefs or supposed form of knowledge in order to find firm support for what they do and conclusions for tentative outcomes. Roberts (2016) concludes that supervisors should encourage student teachers to practice reflecting upon their instruction. As a result, the student teachers can find connections between pedagogical knowledge and their practice. They can also review their

performance to improve consequent instruction. Student teachers need to understand the reflective process so that they reflect upon their decisions based on beliefs.

Ryken and Hamel (2016) studied the concept of reflective thinking proposed by Schön (1987), who asserted reflective practitioners undergo the process of reflective thinking by framing and reframing problems, creating reflective conversations with him/herself and with others, acting to change his/her practice and evaluating the outcomes of the changes. The procedures of the reflective practice are initiated according to the definition. Also excerpted are Lee's (2005) intertwined levels of reflective thinking: 1) recall level (describing one's experience), 2) rationalization level (identifying relationships across experience and acknowledging the complexity of teaching) and 3) reflectivity level (suggesting alternative approaches to teaching). Details are shown below.

1. "Recall level. One describes what they experienced, interprets the situation based on recalling their experiences without looking for alternative explanations and attempts to imitate ways that they have observed or were taught.
2. Rationalization level. One looks for relationships between pieces of their experiences, interprets the situation with rationale, searches for "why it was" and generalizes their experience or comes up with guiding principles.
3. Reflectivity level. One approaches their experiences with the intention of changing/improving in the future, analyzes their experiences from various perspective and is able to see the influence of their cooperating teachers on their students' values/behavior/achievement" (p.703).

Moreover, the following researchers propose approaches to reflective practice which can be helpful for student teachers to improve their instruction.

Gafoor and Farooque (2010) assert that student teachers should have an opportunity to learn, inquire and reflect so that they establish knowledge in teaching. First, student teachers learn about knowledge in teacher preparation courses. They learn about theories or concepts in teaching and try to adopt techniques in specific lessons. Second, supervisors should organize a discussion panel, where all student teachers in the same year discuss and exchange ideas about planning lessons. By doing so, student teachers have a chance to participate in learning and to be responsible for discovery of their needs from the group. Finally, after the student teachers implemented their plans, they should gather again to reflect upon what they had discussed earlier. The student teachers will have shape their practice by

weighing their own practice for or against others'. This seminar session will also allow the student teachers to create social bonds to with peers and rethink the theories that are less understandable to them.

Based on their study, Campbell and Hennings (2010) also propose steps to develop student teachers' self-understanding and pedagogical knowledge. The steps are called shared planning and teaching framework. The practice can be done by a micro-teaching session, where supervisors organize actual class for student teachers to plan and teach a lesson. The steps are show below.

1. A student teacher interviews three students using a structured interview format. The objective is to find out students' personal levels of proficiency and preferences in terms of student learning and teacher teaching styles.

2. The student teacher plans the lesson adopting the concepts or principles learned from the teacher education course.

3. The student teacher implements the plan to actual students. The instruction is observed by three classmates of the student teacher. The student teacher will ask the question "What do you think you know about?" The classmates will check a scale of ten, on which more or less is labeled on the two ends to see how much the classmate understand about the lesson. The classmates are asked to explain the content of what they learned.

4. The student teacher is to verify his/her decision making on planning such lesson. The verification allows the student teacher to reflect upon what he/she selected to be the foundation for planning such activities on the lesson.

To be specific, Jantarach and Soontornwipast (2018) maintain procedures for reflecting and evaluating both problems and success in teaching an English class. Steps for reflecting on problems include identifying problems, specifying causes, seeking possible solutions and evaluating solutions. Steps for reflecting on success include identifying success factors, specifying causes and evaluating causes. Student teachers reflect upon both problems and success factors through two modes of reflection: by thinking about the reflection when they are implementing lesson plans or writing out the reflection on lesson plans. They also share their reflection with classmates in a seminar organized by supervisors in each term of practicum. When they share reflection, they follow the steps mentioned earlier.

To illustrate, a student teacher might have found a problem during the implementation of a lesson plan or thought about the problem after that. He/She tried to

solve the problem by thinking about the cause and the solution. A few students might be talking too loudly annoying the class all the time. This incident might have been happening for quite some time. The student teacher thought about ways to deal with problematic students. A solution was to assign specific tasks to these talkative students. The tasks must not be treated as punishment. Instead, the student teacher asked for the students' help on posting cards on the board or asked them to produce sentences with the student teacher's assistance. After the students completed the tasks, they were praised by the student teacher and the problem seemed to subside. The student teacher evaluates the solution by trying it out in different classes. If the solution still works, the student teacher can share this with his/her classmates.

The reflective practice that the student teacher in the sample incident did will be more effective for developing the student teacher's teaching profession if he/she can enhance professional understanding on the issue. Ryan's (2011) 4R's of reflection will help student teachers rethink the practical or impractical actions they have found by themselves and connect with pedagogical knowledge, which will guide them to become professional teachers. There are questions for each step student teachers should ask themselves (as cited in Roberts, 2016, p. 24).

1. Reporting. Student teachers are to report what happened or what the issue or incident involved by asking some questions like: What happened in the motivation stage? What happened when I let students do pair works in class? What did some other students do when I deal with only some in the front row? Why is it relevant?" They also respond to the incident or issue by making observations, expressing their opinion or asking further questions.

2. Relating. Student teachers are to relate or make connections between the incident or issue and their own skills, professional experience or discipline knowledge by asking "Why is it relevant to the teaching?" "Have I seen this before?" "Where the conditions the same or different?" "Do I have enough skills and knowledge to deal with this?" "Should I seek for more information for better preparation?"

3. Reasoning. Student teachers are to highlight in detail significant factors underlying the incident or issue, explain and show why they are important for an understanding of the incident or issue. The student teachers also refer to relevant theory and literature to support

their reasoning and consider different perspectives by asking “How would a knowledgeable person perceive/handle this? What are the ethics involved?”

4. Reconstructing. Student teachers are to reframe or reconstruct future practice or professional understanding by asking the following questions. “How would I deal with this next time? What might work and why? Are there different options? What might happen if ...? Are my ideas supported by theory? Can I make changes to benefit others?”

Ryan’s reflective practice urges student teachers to reflect upon their performance as well as think about pedagogical knowledge by writing reflective statements. The clear definition of each level provides examples of the language used in each of the levels. The practice also encourages student teachers to think about their practice in a meaningful way rather than just follow their own beliefs.

To compile a detailed and reliable report on how reflective teaching methods affect student teachers’ beliefs, it is needed to provide an all-inclusive and thorough training program which enables them to resolve the problems that they experience in the classroom and identify whether they have met the standards of teaching and assessing their performance as per the curriculum. Thus, student teachers become more prolific in planning and improving their in-class performance by reflecting on their strengths and weaknesses.

Zahid and Khanam (2019) conducted an experimental study to see the effect of reflective teaching practices on student teachers. With the participation of 40 student teachers in total, the study was conducted without any interference. To achieve this, half of the researchers were taken as the control group. Also, as the student teachers who were picked for the experimental group should be good reflective teachers to look back for their own teaching excluding passion and judgment about the methods they use, they selected students who can develop skills like decision-making, metacognition, and logical thinking. Reflective teaching practice stimulates teachers and students to develop these skills (Goodley, 2018).

The researchers used a variety of assessment methods in order to make their assessment as accurate as possible. They were responsible for a cyclic process of producing a module, training teachers for the reflective practices, and observing them during their training and teaching practice. The action research was executed in three phases which are listed below.

1. Phase 1: In a one-and-a-half-month-long period, the researchers prepared the training module which was consisted of various reflective skill activities. These activities include:
 - a. Reflective reading, writing & listening skills
 - b. Reflective and evaluative lesson planning and presentation
 - c. Critical and creative thinking skills
 - d. Classroom management & Self-reflection
2. Phase 2: In this phase, the student teachers were divided into two groups at random. 20 student teachers were taught through the instructions to apply reflective teaching practices as per the module which was prepared by the researchers. Whilst the experimental group was trained through a reflective teaching module, the other party of the student teachers followed the ongoing traditional method thus establishing the control group. During phase 2, six reflective skills were performed and the student teachers' performance was measured through some tests after the training.
3. Phase 3: The student teachers were tasked with performing their reflective teaching methods in the school. The student teachers who are in the experimental group were observed three times in one and a half months and were evaluated on their lesson planning, presentation, assessment, and class management. The control group teachers followed the conventional method during this phase and were observed at the same time.

The difference in the performance of the groups was identified through a t-test which corresponded with the skills the researchers worked on earlier in the preparation of the training module. The results indicate that the experimental group outperformed the control group in all fields. Further to that, between the two groups, a substantial gap was discovered in the reading skills, reflective writing, critical thinking, content-related knowledge, and classroom management. In both groups, there was no meaningful difference in reflective listening skills. However, there were major differences noted in brainstorming, lecture presentation, and conduction learning activities.

The findings reveal that the trained group was able to provide more efficient solutions to their students' problems compared to untrained student teachers who followed traditional teaching methods. Moreover, it can be inferred from the study that student teachers prone

to develop their teaching and self-improvement skills more effectively and confidently when they integrate reflective teaching practice methods into their practice. Amongst the various reasons of the difference between the teachers who use reflective teaching practice and the teachers who do not make changes in the current traditional teaching practice, the way they shaped their beliefs and doubts around the curriculum plays a significant role as it's explained in Schramm-Possinger's (2015) study. The student teachers whose beliefs are shaped by the traditional methods prone to fail when they are asked to reflect on their own teaching and contribute to their students' growth in the sense of developing personal skills and coming up with a critical approach to the possible problems that they can encounter in a classroom environment. On the other hand, the student teachers who are trained on the reflective teaching methods before the actual in-class teaching scenario (as in phase 2 in this study) perform significantly better in most of the skill activities.

In another study that focuses on reflective teaching practice and how student teachers perceive the reflective teaching methods, Seitova (2019) discusses the efficiency of the tools that are used for reflective teaching by giving examples from previously conducted research studies on ESL contexts in Iran. The study Seitova mentioned in her article was led by Fatemipour (2013) with the participation of 10 teachers and 234 students. The findings show that the most effective reflective teaching tool that is used by student teachers is the teacher diary.

Seitova's (2019) primary aim is to discover student teachers' perceptions about implementing reflective teaching methods through the use of a reflective diary. With the participation of 35 student teachers, the reflective diary was used to collect data on the effectiveness of logging teachers' opinions about the teaching strategies that they are using in their classes and their personal remarks on the whole teaching experience. The student teachers who participated in the study were tasked with keeping a diary to reflect on a lesson they taught. They were assigned to conduct their lesson and afterward record their experience through the use of a diary so that they were able to retrospectively evaluate their teaching performance. After each lesson, they added a new entry to their reflective diary during a twelve-week-long teaching period. On further thought, the purpose of the activity is detailed below as it is given in the study.

1. To assist participants to critically reflect upon their teaching experiences, record reflections on what went good and what did not

2. To assist participants to rethink their teaching styles, beliefs, decisions
3. To assist participants to analyze their strengths and weaknesses
4. To assist participants to identify the effectiveness of their classroom materials and feelings about their teaching performance.

The student teachers who took part in the study were asked to give their opinions about keeping a reflective diary based on teaching experience, the relationship between theory and practice, future training, constructive feedback, and classroom management. The findings of the study denoted that the student teachers understood the use of a reflective diary as a tool. During the teaching period, the student teachers participated in various activities that are related to their teaching. Based on the student teachers' reaction to the overall effectiveness of the use of a reflective diary, it appeared that they consider their experiences considerably beneficial for their professional development. The following excerpt indicates the importance of using a reflective tool as a diary in professional teaching preparation.

1. “The reflective diary writing helped me a lot to evaluate myself in details as a teacher. I could find out that the materials I am using are enough or not enough. I could take my time thinking about how I teach, what I should do and what I should not do. (Student Teacher 7)
2. [...] reflective diary writing helped because I evaluated myself, and the way of teaching step by step. I described what happened in the lesson and what the important points (Student Teacher 3)
3. “reflective diary writing allowed me to revise my teaching methods [...] I could review my teaching methods and materials”. (Student Teacher 8)

According to Seitova (2019), the participants considered the reflection diary as a transitory factor to combine their prior knowledge of instructions with the actual teaching practice. From the student teachers' standpoint, this process enables them to develop their skills. In the study, this idea is supported with the following excerpts:

4. “I feel I understand new ways to go, new methods to implement in language teaching. Reflective teaching practices showed me how to use theory in practice”. (Student Teacher 4)
5. “I dealt with some issues more effectively. For instance, my two students had an argument during their presentation but due to my interference and advice,

the matter as settled [...] I've become more tolerant and observant and I am using the theory which we taught in practice. (Student Teacher 6)

6. “Seeing things clearly enabled me to improve my skills and methods. I reflected on the materials I applied when I encountered some events in the classroom. I saw how I handled the issues and how I should and how I shouldn’t”. (Student Teacher 1).

Even though the extracts clearly show that using reflective practice, a diary in this case, assists the prospective teachers to use their theoretical knowledge of teaching more effectively, there are even further benefits that need to be mentioned. Allocating a page for each lesson whilst writing the diary provides a better opportunity to reflect on self-teaching methods in detail. This helps student teachers to look back on their previous knowledge and beliefs they bring to their lessons and to present their actual teaching performance around their beliefs they shaped around reflective teaching methods. The findings of the study showed that the student teachers expressed how reflective diary as a preparation tool assisted them improve their overall teaching quality as well as their personal development. Following excerpts prove how they performed better and understood the impact of variety of teaching experiences on their future preparation.

7. “To my mind, keeping a diary is a great way of improving oneself. It helps a person become more disciplined and focused on what is happening around him. It also helps to build a strong character in a person especially when self-reflecting is a gateway to self-development. (Student Teacher 21)
8. “In my point of view, reflective practice is a process which enables to achieve a better understanding of yourself. It is a way of studying your own experiences to improve the way you work”. (Student Teacher 11)
9. “After writing the diary, I began to think about how effective I was and what to do to be more effective...It was an opportunity to strengthen myself [...] I questioned myself and that helped me improve my qualities”. (Student Teacher 33)

According to the study, the importance of feedback in self-development was perceived by the prospective teachers. This process enables them to approach their teaching style from a wider perspective and understand their students’ needs detached from their prior misconceptions and prejudice about teaching. After they included the reflective teaching

activity in their profession, some prospective teachers verbalized the impact of constructive feedback on their development as a teacher and identify their strengths and weaknesses better:

10. "... because if I do not get feedback, I cannot see my strengths and weaknesses and cannot write effective journal." (Student Teacher 30)
11. "Yes, I consider the feedback that I received in my journals were very productive. The teacher explains us that we don't only keep a journal to just to write our experiences that we get from both in-class discussions and in observations. (Student Teacher 9)
12. "By using reflective diary, I could have the chance of seeing and correcting my mistakes". (Student Teacher 28)
13. "Being engaged in a reflective practice, I found my strengths and weaknesses." (Student Teacher 17)
14. "It is not always possible to realize what is going on during teaching, so with the help of diary I was able to see my weak sides". (T4-Reflection on keeping a diary)

In addition to the benefits of the reflective practice, all the participants declared that the activity led them to the positive outcome of self and professional development. Despite the fact that the writing process was challenging for them as they had no reflective practice background in their past experiences, the student teachers managed to adapt to the demanding nature of keeping a diary for each lesson they taught. The results show that even the individuals with little to no experience with the reflective practice activities tend to improve in terms of character and behaviors. Following extracts from the study indicate the challenge that the teachers had to face when they were asked to use the reflective teaching tool in their lessons.

15. "First, thinking about diary was tired for me. I had to spend a lot of time. I had to make observations in the classrooms." (Student Teacher 15)
16. "This is the most subjective way to evaluate your teaching process. Taking simple notes or just writing down your feelings about the class is a good way to remember [...], but still, it remains subjective because it mostly includes teachers' self-opinions and feelings. (Student Teacher 20)

Despite the negative expectations from the diary-keeping activity, it is understood from the excerpts that the teachers reflected on their experience as a positive and helpful practice. In the light of the findings of the study on reflective diary practice, self-reflective implementations may encourage teachers to liberate themselves from their past experiences with more traditional approaches in education. Furthermore, the study offers us the possibility of negative expectations along with promising positive outcomes when reflective practices are taken into consideration. The negative expectations may occur due to ineffective and insufficient traditional methods that they are familiar with from their own learner experience. The student teachers who fail to deliver better teaching are mostly unaware of the importance of self-development to maximize the productive lesson time for the learners. As opposed to that, implementing various reflective teaching tools and activities allows the student teachers to understand how they can make adjustments in their teaching to handle tricky situations with finesse. Even though it is difficult to access what a teacher believes about teaching and learning except by asking that teacher and the beliefs change over a teacher's career with an evident influence on instructional decisions and actions (Farrell, 2007), reflective teaching practices pave the way for teachers to determine the differences between what they believe theoretically and what they actually do thus prevents them from unconsciously creating and internalizing their own maps in teaching (Kagan, 1992).

Conclusion

It can be concluded that reflective practice is effective for student teachers to connect their beliefs to theories in language teaching. When their practical instruction is not based on theories and shows questionable outcomes, Reflective practice allows them to rethink their decision-making and the eligibility of their beliefs. Some student teachers may find what they designed congruent to pedagogical theories. Others can claim the effectiveness of their practice to other persons in the teaching community. Overall, researches and experiments show that student teachers are able to abandon their espoused theories which were shaped by their assumptions and unconsciously determined claims. Teachers, with a deficiency of reflecting on their own teaching techniques and actual practices, improve their skills and knowledge through reflective tools and techniques. So, it can be seen that the process of reflective practice plays a role with a growing importance in training student teachers towards an ever-improving teaching profession.

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