



Reflective Models in Language Education: Practice and Evaluation

Supong Tangkiengsirisin, PhD
Language Institute
Thammasat University

Reflective Practice

- RP has received wider attention because teaching experience itself does not guarantee improved practices (Nguyen, 2017; Widodo & Ferdiansyah, 2018).
- RP has been enacted in classroom action research, lesson study projects, critical friendship networks, and peer observation (Widodo, 2018).
- RP has been used in CPD for in-service English language teachers to help them apply theory to practice, improve classroom practice, and grow professionally by learning from classroom-related experience (Cirocki & Farrell, 2017)

(Cirocki &
Widodo, 2019)

- A four-component typology of reflection
 - Reflection-before-lesson
 - Reflection-during-lesson
 - Reflection-after-lesson
 - Reflection-beyond-lesson



Reflection-before- lesson

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- Teachers should think critically about the lesson they plan.
 - Teachers should focus on the objectives of a lesson, learning outcomes, teaching approaches and methods, materials, activities, and classroom management.
 - Teachers can structure the lesson, anticipate challenges, and consider students' needs and how to integrate them into the teaching-learning process.

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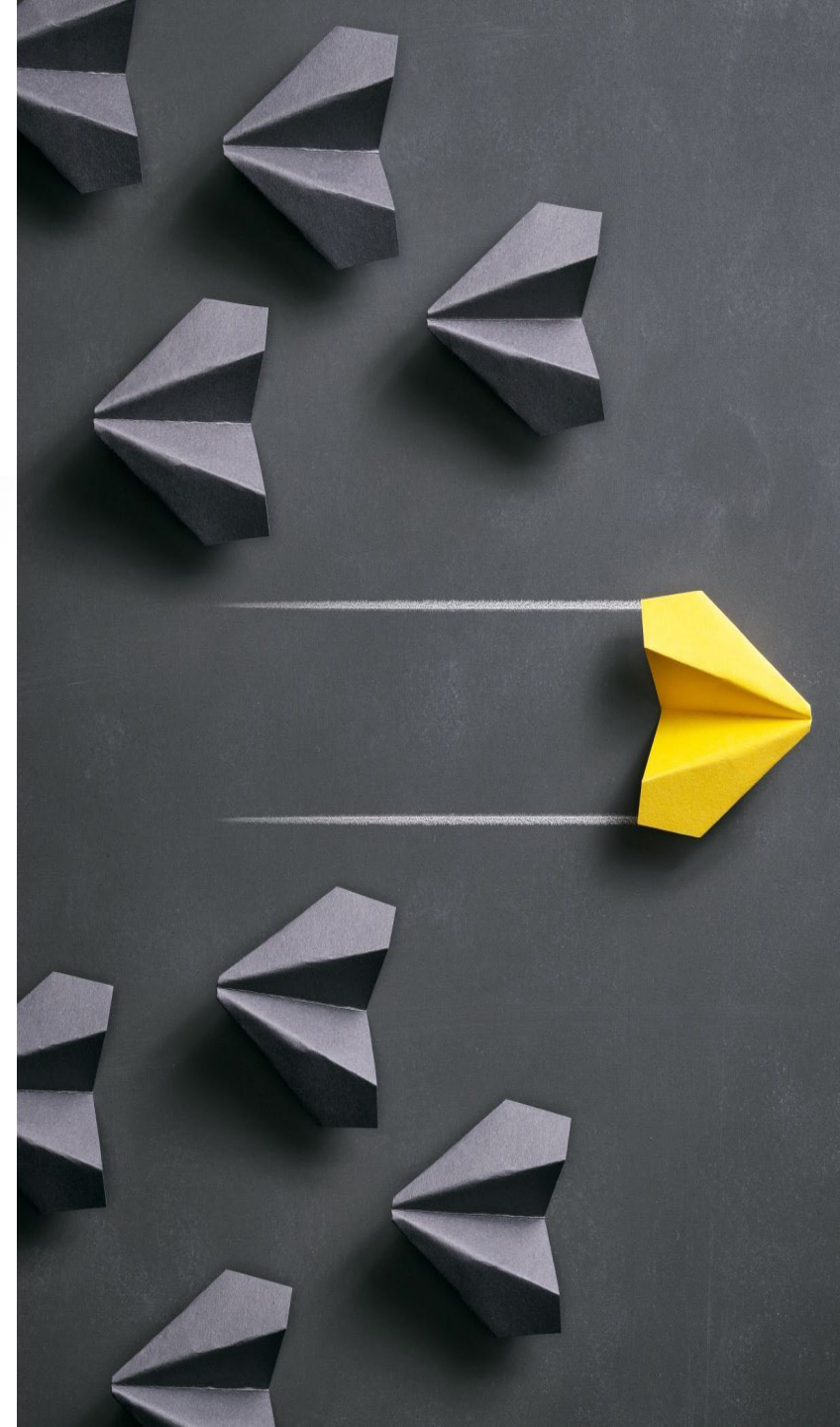
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Reflection-during-lesson

- Corresponds to Schon's (1983) *reflection-in-action*
- Pertains to the theories in use that underpin teachers' actions
- Involves positive and negative surprises that occur in the teaching-learning process and how the teacher deals with them

Reflection-after-lesson

- Corresponds to Schon's (1983) *reflection-on-action*
- Helps teachers describe what they observed in the classroom
- Helps teachers review the roles assumed while teaching and justify classroom decisions
- Enables teachers to clarify what they would do differently if they delivered that class again



Reflection-beyond-lesson

- Similar to Farrell's (2015) concept of *beyond practice* and Mezirow's (1991, 2009) *transformative learning*
- Teachers can explore the economic, political, and social issues affecting their teaching practice and English language education
- Teachers are encouraged to relive classroom experiences and find deeper meanings and understanding through collective/collaborative reflection



Activities for reflection

- *Reflection-before-lesson*

- Reflect on your next lesson and ensure that it promotes a variety of group work. Design FOUR activities that focus on developing an English skill. Then describe the activities and provide rationale for classroom management decisions made.

Planned activities	Description of activities and rationale for the decisions
Activity 1	
Activity 2	
Activity 3	
Activity 4	

Activities for reflection

- *Reflection-during-lesson*
- Suppose you are teaching a group of 30 students with mixed English language abilities. You have asked them to work in groups of five and discuss the topic *Go Green*. In the previous class, your students read an article titled *Go Green Movement*. One of your aims is to engage students actively in today's group discussion. It is important that the students make links to the text read last time. While you are monitoring the class, you observe that in one group, two students dominate and the other three have hardly any chance to express their opinions. In another group, you notice that one student is silent while the other four are enjoying the discussion.

Activities for reflection

- Look at the questions below. Talk to your fellow teacher and tell them how you are going to go about the problems you are facing in your lesson.
 1. What is your reaction to the two critical incidents: students' domination and silence?
 2. How are you planning to solve these problems?
 3. What particular strategies are you thinking of adopting to offer students equal opportunities to contribute to group discussions?
 4. How do you know that the strategies you are going to adopt will work?

Activities for reflection

- *Reflection-after-lesson*
- Identify one of the most recent lessons you co-taught and co-write a reflective report. In the report, address the following five points:
 - (1) reflect on your planning and teaching
 - (2) identify all deviations from your lesson plan, explain what happened and rationalize your decisions
 - (3) reflect on your students' learning
 - (4) outline the strengths and weaknesses of the lesson from the point of view of your students
 - (5) explain what you would change if you were going to teach this lesson again.

Activities for reflection

POST-LESSON REFLECTIVE REPORT

Topic:

Level:

Aims:

1. Reflection on planning and teaching
2. Description of deviations from lesson plan and rationale for decisions made
3. Reflection on students' learning and engagement
4. Strengths and weaknesses of the lesson (students' perspective)
5. What would you change if you were going to teach this lesson again?

Activities for reflection

- *Reflection-beyond-lesson*
- Reflect on your recent teaching experience and look for innovations you integrated into your lessons. Choose the innovation that was most successful in your opinion and volunteer to talk about it during the next staff meeting. Before the meeting, consider the following questions:
 1. What is the innovative aspect you want to present?
 2. Why did you decide to use it in your teaching?

Activities for reflection

3. Can you relate this innovation to recent theory/research in TESOL?
4. Can you relate this innovation to the current curriculum and language policy?
5. What did you and your students find so interesting about the innovation?
6. To what extent do you agree that other English language teachers should integrate this innovation into their own teaching practice?
7. How do you think English language teachers, students and the school can benefit from implementing this innovation in English language classes?

Conclusion

- Reflective practice has been operationalized in different ways, including learning through and from experience, evidence-based observations and examination of critical incidents (Farrell, 2013; Widodo, 2018).
- RP can be defined as thinking about classroom events, experiences or critical incidents, before, during and after their occurrence, in ways that allow for deep introspection and evaluation.
- Reflection, or reflective practice, plays a pivotal role in teacher learning and professional development because it gives teachers the opportunity to self-assess their teaching knowledge (e.g., beliefs, perceptions, assumptions) and practice, as well as share thinking and practices in informal groups or well-established communities of practice.