

**MINISTRY OF EDUCATION & TRAINING**  
**HOA SEN UNIVERSITY**  
**FACULTY OF LANGUAGES & CULTURAL STUDIES**

# **PROJECT 1 REPORT**

**Topic: Students' perception about reflective teaching of an ELT teacher**

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## **ABSTRACT**

Reflective teaching is one of the most important methods to be used in language-teaching, but not many students know about this method and how to apply it in the reality. This project is aimed to help the university students identify the importance of reflective teaching and its impact on the students' perception. We conducted the survey in 3 weeks and the data is collected in the Teaching English to children class. Moreover, we also use different materials such as academic papers and some previous studies of some researchers. After collecting the data, we use the results to write this report and it came out very successful and satisfying. Most of the participants in this research understood what reflective teaching is, how they can apply it in their teaching skills and changing their perception about this method. However, during the process, we still met some problems in conducting survey and collecting data due to the shortage of time, but we still finished the project on time. Through this research, we can realize our mistakes and gain experiences for the different project in the future.

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## **CHAPTER I: INTRODUCTION**

### **1.1. Background**

Reflective teaching is considered as a self-assessment process of teaching, wherein a teacher tends to re-evaluate their pedagogy, analyze the teaching procedure, improve positively for greater consequences. Reflective teaching plays a dominant role in enhancing the education quality provided for children. It also allows instructors to creatively develop frameworks for both learning and teaching (Janet Collins, Paul Warwick, Jo Warin, Neil Simco et al., 2005).

There are four crucial elements in reflective teaching including colleagues' perceptions, students' eyes, research, and personal experience (Brookfield, 2007).

### **1.2. Significance of the study**

Reflective teaching is a tool that teachers can use in their classroom to analyze and assess the way they act. Rather than just summarizing what happened in the classroom, reflective teaching is about more. It will help encourage professional development. Teachers would get a much greater understanding of their strengths and weaknesses by carrying out an extensive inner thinking process. Then, as future teachers, we are aware of the significance of reflective teaching, which develops ELT students' teaching methods. Hence, this project will assist ELT students achieve knowledge in many aspects of education in the future.

### **1.3. Research objectives**

This project aims to clarify what reflective teaching is and some ways to apply it in teaching practice. It also provides a lot of useful knowledge related to some basic methods of reflective teaching. Enlarge our perception of the role of reflective teaching in education, which is one of the main intentions of this project. In the position of the teacher in the future, we need to find ways to listen and to integrate our passions, beliefs to students. That is the main purpose of the essay.

#### **1.4. Research questions:**

In a research of students' perspective related to Reflective teaching in a class named Teaching English to Children, the following research questions are given:

- What is reflective teaching?
- What is the process of reflective teaching?
- What are the effects of reflection in teaching?

#### **1.5. Organization**

This report is divided in to six parts. We begin with the first chapter which is Introduction. In this chapter, we briefly describe the topic that interests us, the background information and analyze data related to the topic that we will work on in this report. In second chapter – Literature review, we follow the authors' topic definition theories to give a summary of the topic we research. Next is third chapter - Methodology, we find and devise methods of data collection and analysis to support our report. Chapter fourth is Findings, we explain the questions and the answers we have then describe the statistic of the survey. Chapter fifth is Analysis and Discussion, after describing the survey questions, we explain the results of each question to answer the two main questions we asked. The final section is Conclusion and Recommendations, we summarized all the information and theories we found then we suggested some recommendations.

## **CHAPTER II: LITERATURE REVIEW**

### **2.1. Definitions of key terms**

#### **2.1.1. Reflection**

In the simple way, reflection is the image of something in reflective surface. However, reflection also contains more meaning. In agreement with Killion and Todnem, (1991) reflection is “The process or act of analyzing one’s actions by focusing on the process of achieving the outcome”. In the other hand, according to Conway (1994), it is “A process of looking back on what has been done and pondering on it and learning lessons from what did or did not work.... The act of deliberation, when the practitioner consciously stops and thinks what shall I do now?”.

#### **2.1.2. Reflective practice**

“Reflective practice is an active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex and difficult situation.”- according to Moon.J.(1999) in “Reflection in Learning and Professional Development. Which means, “reflective practice” is the capacity of reflect on one's actions so that it can participate in a continual process learning. Futhermore, it requires paying critical attention to the practical values and theories which inform actions and behaviors, by evaluating practice reflectively and reflexively. This leads to developmental perspective. A main reason for reflective practice is that experience alone does not inherently contribute to learning; it is important to consciously focus on experience.

#### **2.1.3. Reflective teaching**

According to Jack C. Richards (2007), reflective teaching is parallel processing in critical self-examination and reflection in terms of making a decision, planning, and taking action. Moreover, it also helps teachers to enhance their confidence in trying various methods and evaluating their effects on teaching. Cross (1988) indicated that teachers tend to apply the reflective teaching method to assess whether there is a gap

between the lesson they teach and the knowledge the students gain. After that, the teachers can find out a suitable solution to change their teaching practices with the purpose of raising students' learning outcomes. Besides, Bartlett (1990) and Wallace (1991) showed that teaching reflective includes making questions about why and how things are the way they are, what alternative methods would be replaced.

#### **2.1.4. Perception of students**

We customarily see perception as a point of view about a subject or a circumstance that we take a fancy. Furthermore, people usually believe perception is also how a person considers something by using his or her senses flexibly. However, under the insight of skilled professionals, Stephen P. Robin (2004) articulated that perception is a process by which people arrange and elucidate their tactile impressions to offer significance to their surroundings. Uday Pareek (2012) also psychologically stated about perception as "the process of receiving, selecting, organizing, interpreting, checking, and reacting to sensory stimuli or data."

Our impression of an occasion is a personal understanding and translating of data from our viewpoint. Accordingly, in this report, we focus on the perception of students. It means the students only give their judgments and opinions through participating, observing a teacher's way of teaching, and seeing if she reflects herself or not when in class. In this course, the emphasis is on how pupils think and their considerations in that circumstance to draw experience for themselves as future ELT teachers with effective reflective teaching methods.

#### **2.2. Theoretical background of the study**

To adhere to the main topic of the project we are working on, the whole group read and contemplated multitudinous reflective cycles. Experts have made their linear perspectives from the simpler to the more complicated ones. Gibbs, Colb, Schoon, and so on - these great people have given man-kind a view of the reflective cycle from simple beginners who want to get acquainted and analyze problems to more complex things that



require people to build the fundamentals and challenge their conjecture. And after a period of careful thought and deliberation, our team decided to follow Mr. Driscoll's reflective model (1994). His perspective goes straight to the point with short questions but prompts much to ponder as students observe the teacher. In particular, Driscoll took the steps pertinent to our topic to express the nature of reflective teaching through students' perspectives on an ELT teacher.

Driscoll associated the three stem inquiries: WHAT/SO WHAT/NOW WHAT to the phases of an encounter learning cycle. After that, he added trigger inquiries that should be explaining to finish the reflection cycle. By answering these three questions, we can start to analyze experiences and learn from them. First, it is vital to describe what the matter or experience was. The setting is fundamental. It leads to a complete thought of what is happening. We implement the process by considering the 'what' question? What could we conclude from experiencing the situation? The last stage urges the client to take into account the move that the reflection makes. Should the manner be changed? Must something new to be presented? Alternatively, on the other hand, is the existing situation as usual adequately favorable, which implies no progressions are required?

In particular, to finish the initial step of the organized reflection WHAT, the accompanying inquiries should reply to these below that quickly depict the experience/circumstance /occurrence we will be thinking about: What precisely occurred? What specifically did you do? Is it accurate to say that there was someone else included? Was it a decent encounter? Or then again, terrible? Or then again both? Furthermore, why?

Next, to step 2, we need to answer NOW WHAT to study the occurrence with the following ones: How could you feel at that particular second? How did you respond? For what reason did you conduct yourself that way? Did you realize the equivalent of the circumstance than as you do now? Is it accurate to say that you were encountering a contention with your estimate? Do you think past contexts have impacted your

experience during this circumstance? Who else comprised? How could they feel? Furthermore, how could they respond? Moreover, for what reason did they react like that?

Lastly, the third step- SO WHAT should also reply to these broader questions, to put forward the action following the event: What have you gained from thinking about this circumstance/experience/episode? Would you be able to have forestalled negative results? Also, how is it possible that you would have done as such? What might you do another way if a comparable circumstance was to happen later on? What would you be able to never really set yourself up for this? Where did it turn out badly last time, and what will you center around now?

The models and hypotheses of reflection frequently focus on instructors. That bodes well, as they are the ones who should move this information to other people. The John Driscoll Model of Reflection helps instructors, yet others required too, to remain occupied with crafted by scholastics. Therefore, even if our team goes in the direction of analyzing students' perception, it is still remarkably appropriate to rely on Driscoll's reflective cycle.

### **2.3. Previous studies on Reflective teaching**

Number	Time	Name of authors	Survey participants	Contents	Results
1	2010	Ceese Raene Rayford	The administrato rs and teachers	The goal of this research was to define the perceptions of elementary Administrators and teachers from three states in the United States West Geographical	Teachers found that reflection helped them boost their success in teaching. They thought that reflection was helpful in enhancing the performance of teachers and encouraging professional growth. Reflection using technical learning groups was

				Area States relating to reflective practice.	encouraged by principals.
2	2006	B O. Ogonor & M M. Badmus	The student teachers	The study examined the reform result of reflective teaching initiated during 2002-2003 by the College of Education at a Nigerian University. They were interviewed, targeted, information on the activities of teaching assistants and support from school collaboration teachers. In the teaching practice process, the awareness of production of students by faculty and mentors, as well as problems that the practitioner faces during the course.	The findings of this study showed that the student teachers were eager and had the opportunity to grow professionally as they did. The Faculty's perception of the activities of the trainees during the course of the practice period was that the teacher had more problems with the application pedagogy as knowledge of the subject matter while mentoring teachers rated students as general performance is very high.

3	1996	Reflective teaching in second language classrooms ( Jack C. Richards)	teachers and teachers-in-training	The research indicated the nature of reflective teaching. It aims to explore many valid approaches to reflective teaching such as examining attitudes and making use of obtained information as a critical reflection. Moreover, the study concentrates on different various teaching dimensions and poses questions like “What criteria should I apply to evaluate my teaching?” , which can lead to the basis for classroom observation.	Through asking and answering questions by themselves, teachers can consider what aspect could be changed or improved. Besides, teachers are able to enlarge their perception about the teaching and learning process. Many practical approaches can help them to handle their issue easily and boost students' confidence. Moreover, students would take more challenges in the classroom because the teachers use a variety of approaches, which might lead to flexibility and creativity in studying.
4	2017	Hadiya Habib	Student teachers in Badshah University	The study mentioned ways teachers can get more eyes into the class based on the number 70% of what occurs in a class the teacher can not hear or see. It showed the impact of feeding	The more students engage in activities, the more they can learn. This is also the reason why teachers should create more opportunities for students and consider how much students should talk about what they are learning rather than how much teachers

				back in supporting the teacher realize what it's like being students in their class	should talk to them.  These are crucial elements in active teaching and in the maturing of independent learners.
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#### **2.4. Summary:**

These studies identify issues surrounding reflective teaching. The purposes of this study were to define teachers' perceptions. The knowledge of student was produced by faculty and mentors in the teaching practice process, as well as issues that the practitioner faces throughout the course. The studies exposed the essence of reflective instruction. They attempt to examine a variety of valid approaches to reflective teaching, such as analyzing behaviors and using the knowledge gained as a critical reflection. On the other hand, they show how to attract the students' eye contact. Moreover, teachers should consider what elements can be modified or strengthened.

## **CHAPTER III: METHODOLOGY**

### **3.1. Subjects**

This paper aims to scrutinize and elucidate students' perceptions about the reflective teaching of an ELT teacher. Our group consults many experts' remarks on some of the academic terms in the report to have a more scientific view. Furthermore, we have read many reputable articles and projects to collate and understand many streams of opinions about reflective teaching. Chosen papers are predisposed to give authoritative data, obviously express the writer's name, year, and location of distribution, and several solid bits of proof to help their assertions. They are likewise distributed by dependable sources, in particular pedagogic associations, renowned paper, and magnetic dictionaries such as Oxford dictionary.

Notably, to increase the reliability of the report, our team asks for permission from our teacher Ms. Linh in teaching English to children class to observe and take notes on teaching activities and see whether she applies reflective teaching in her teaching style or not. At the same time, we create a Google form survey to collect data and comments on the participation of 18 students, including 6 boys and 12 girls, from 20 to 24 years old. They are all students of Hoa Sen University, participating in the class of teaching English to children in full attendance, so they will give objective insights on the lecturer, share thoughts and experience to become phenomenal reflective teachers. From there, we combine both experts' perspectives and students' perspectives on reflective teaching of an ELT teacher to produce a highly reputable and high-quality report.

### **3.2. Method**

To make our report more specific, we had used variety of methods to collect as much data as possible. In this research, we chose the course “Teaching English to children” of Ms. Nguyen Thi Ton Nu Phuong Linh in Hoa Sen University to observe and create a survey for the students in the class to answer and give advice about her teaching skill.

First, we used observation methods to collect data, we observed and participated in the class with all the students and then wrote down to our note about how Ms.Linh instructed the students and handled all the unexpected situations in the class. According to Marshall and Rossman (1989), observation is “the systematic description of events, behaviors, and artifacts in the social setting chosen for study”. Moreover, it can “enable the researcher to describe existing situation using the five senses” (Erlandson, Harris, Skipper, & Allen, 1993). After observing the whole lesson, we created a survey by using Google Form and made questions about how was Ms. Linh’s teaching skill and how reflective in her teaching and sent it to 35 students in the class. Survey is a method which is used to collect data by making questionnaire, interviewing a specific group to find more information and insight many topics that belong to the researchers’ interest.

This report uses the mixed method to collect and analysis the data more carefully and accurately. Mixed method is the combination of qualitative and quantitative research method. According to Denzin and Lincoln (1994), qualitative research is “multi-method in focus, involving an interpretive, naturalistic approach to its subject matter”. Moreover, this method enables the researchers “to gather in-depth insights on topics that are not well understood” (Raimo Streefkerk, 2019) and it includes survey, interview with open-ended questions, written materials such as diary and journal. In terms of quantitative research method, Raimon Streefek explained quantitative method is used “to test or confirm theories and assumptions”. By using the methods flexibly, we can accumulate lots of useful information and apply into this study.

### **3.3. Procedure and Time frame**

#### **3.3.1 Study Procedure**

In week 8, we started composing the questionnaires related to reflective teaching. We then used Google Form to create the survey and submitted it to all students in the Teaching English of Children class. Thanks to the Google Form’s chart, we began to collect data via surveys after 2 weeks easily, and out of 30 participants, we got a total of

17. According to the chart, 100 percent of students said they liked the teacher as well as her teaching style. However, all of them agreed that because of the overloaded activities in the class, they could not remember and felt tired. In week 10, we could conduct our writing based on the data and the outline.

### **3.3.2 Time frame**

We have 15 weeks to accomplish our first project in our schedule, and this is how we carry out.

We got the list of topics in the first week and we had to converse about which subject we chose to research for this project. After selecting, we determined to explore the field named "EFL teachers' perception and practice of reflective teaching" guided by Mrs. Nguyen Thi Thanh Phuong since we are all at ELT major. Then, we contacted Mrs. Phuong to set up an appointment the following week. Although this subject is not unfamiliar to all of us, it is an extensive one. Consequently, Mrs. Phuong provided us some references to deeply comprehend the topic in weeks 1 - 2. In weeks 3 - 4, we analyzed Google scholars and read more than twenty articles, and took notes. After fully understanding the definition of Reflective Teaching, we set up a meeting when we decided to do a survey to consult the project in Week 5. Meanwhile, the leader split the section for the individuals to conduct research.

In week 6, we attended a class named "Teaching English for Children" by Mrs. Phuong Linh, which assisted us to create the questionnaire for our survey. We then sent them to the instructor to correct and surveyed in week 7. In week 8 – 9, thanks to our critical writing class in which we participated in the previous course, we knew how to write the outline relying on Mrs. Thanh Phuong's paperwork included introduction and literature review.

Then, in week 10, we finished our outline and forwarded it to our mentor for guidance. Due to Mrs. Thanh Phuong's advice, we had to rewrite some minor details in



the draft. After that, we started to do our report. Our research was based on a review of five papers and the results of our survey in weeks 11 – 12.

Later, in the following week, not only did we send the first draft of our paper to our instructor for evaluation, but also we submitted to Turnitin to check for plagiarism. Besides, feedback was provided by the supervisor via emails.

In the end, our team revised the paper and fixed it based on comments from Mrs. Thanh Phuong, and submitted the final report in week 15.

## CHAPTER IV: FINDINGS

### 4.1. Question 1: “Does the teacher give feedback immediately when the students make mistakes?”

We conducted a survey of 17 participants. From that, the main purpose of this question in research is to discover the teacher's working style so that it can affect the reflective teaching of the teacher or not. By asking yes/no questions through students to assess whether the teacher gave feedback immediately after the student's mistakes. As a result, all most students were given feedbacks immediately after they made some mistakes by teacher, but a small number of students were not.

Results	Number of answers	Percentages (%)
Answer “yes”	13	76.5
Answer “no”	4	23.5
<b>Total</b>	<b>17</b>	<b>100</b>

### 4.2. Question 2: “How does the student feel about being corrected by the teacher immediately?”

This question is linked to the question "Does the teacher give feedback immediately when the students make mistakes?". The goal of this question is to find out how students feel after receiving advice from the teachers. Assess if the teacher's actions were correct in giving advices and what it was impact on the student's emotional. We have given 3 available answers, namely "Satisfied because the mistake has been corrected", "Dissatisfied with feeling shy in front of the whole class or interrupting the lesson" and other answers if students want more choices. Through 17 questions, of which 12 answers are satisfied, 3 answers dissatisfied and 2 free answers. In the 2 free answers,

they gave the opinion that half of them feel ashamed but still find it helpful for themselves and students can realize their weakness immediately.

<b>Results</b>	<b>Number of answers</b>	<b>Percentages (%)</b>
Satisfied	12	70.6
Dissatisfied	3	17.6
50-50	2	11.8
<b>Total</b>	<b>17</b>	<b>100</b>

#### **4.3. Question 3: What do you think about the time distribution of the activities in the class?**

The question refers to student's thinking of how time is distributed in activities based on the time of the whole lesson along with the number of organized activities. For instance, most activities are equally distributed, both include theoretical and practical knowledge in the lesson or the teacher just focuses on theoretical knowledge leading to the lack of time. The question above indicates the general opinion of students about time distribution in the lesson and then the teacher can know whether they should reduce the amount of activities with the purpose of increasing efficiency or continue to the current method. This is one of the crucial questions for teachers to reevaluate and revise their lesson plan. This question received 88.2% of students saying "just enough", 5.9% students saying "too long". A few people thought that "too long" had a reason because they felt unable to remember all activities and quite tired after attending a class including too many activities.

<b>Results</b>	<b>Number of answers</b>	<b>Percentages (%)</b>
Just enough	12	88.2
Too long	3	5.9
<b>Total</b>	<b>17</b>	<b>100</b>

## CHAPTER V: ANALYSIS AND DISCUSSION

The emphasis of this project is around three primary questions to infer students' perception about reflective teaching of an ELT teacher:

- What is reflective teaching?
- What is the process of reflective teaching?
- What are the effects of reflection on teaching?

First question: "what is reflective teaching?" Although this is only a short question, to answer it requires a great deal of understanding and reasoning. When we asked our friends in Teaching English to children class if they knew about reflective teaching, some of them said they were not very clear about it. While the rest shared the same idea that reflective teaching is a good teaching technique where the teacher could re-evaluate the teaching method: analyze, remove weaknesses, develop more strengths to teach better next time. The students' vision of reflective teaching was also very correct with the insight of experts. Reflective teaching assumes a preponderant function in improving the training quality of accommodated youngsters. It likewise permits educators to inventively create systems for both learning and instructing (Janet Collins, Paul Warwick, Jo Warin, Neil Simco, et al., 2005). As indicated by Jack C. Richards (2007), reflective teaching is equal to handling self-assessment and appearance regarding settling on a choice, arranging, and making a move. Besides, it causes instructors to upgrade their self-esteem in different strategies and assessing their impacts on educating. Cross (1988) showed that instructors apply the intelligent training strategy to survey whether there is a hole between the exercise they educate and the information the understudies pick up. From that point forward, the instructors can discover a reasonable answer to change their instructing practices to raise understudies' learning results. Plus, Bartlett (1990) and Wallace (1991) demonstrated that training intelligence incorporates making inquiries

concerning why and how the situation proceeds, what needs replacing. Therefore, understanding and applying reflective teaching is rather intricate. It requires us to make a judgment and find solutions for the future carefully and thoroughly.

When analyzing the question "What is the process of reflective teaching?", our group reckoned on Mr. Driscoll's reflective cycle (1994) to understand students' view of the teaching of an ELT teacher. The first step in Driscoll's theory was the "WHAT?" (general description of the matter). The students in the Teaching English to children class with a full class participation rate of up to 64.7%. Meanwhile, the figure of 35.3% shows that some of them skipping classes or dropping out of school affects the absorption and loss of valuable lessons. However, that does not affect their way of thinking about the subject. Because the number is 100% plump, it is clear that the students love Ms. Linh's teaching style. Most of them said that this was an intriguing and rewarding class, which help them a lot in their future career. The students also gave lots of praise, not only for the subject but also for the teacher. There was a classmate who shared the thought enthusiastically: "This course honestly makes me so exhilarated because it has a lot of funny activities that help me get new experiences in the teaching career." Moreover, we can also see clearly through the pie chart, 94.1% of students find that the teaching contents are professional. Meanwhiles, only the tiny 5.9% do not think so.

Moving on to the second step: SO WHAT. It usually revolves around how you feel about the event and how you handle it. With the teacher's giving instant feedback when the student made a mistake or not, 13 of them answered yes, accounting for 76.5%. Simultaneously, the other four friends said that she would give suggestions later. And those immediate feedbacks divided students into many streams of opinions. Through 17 inquiries, 12 answers are satisfaction. The other three show disappointment and two free thoughts. In the two freeways of thinking, they offered the input that a big part of them

feel embarrassed yet at the same time think that it is accommodating to themselves and understudies can understand their shortcoming right away. Here students see that teachers often reflect in the classroom and give feedback immediately on the spot. It is also very excellent because most people felt they understood the lesson more accurately, remembered the mistakes longer, and further practiced to be better. But there are also a few friends who have a high ego and consider instant feedback indelicate. Also, the input, which a big part of the last two people feels embarrassed yet think that it is supportive to themselves and understudies can understand their shortcoming right away. That is why reflective teaching methods need to long training oneself to make students understand their best while helping students reach peaks in the subject without even feeling embarrassed by the teacher's reflection right in class.

The last step is also the most important one: NOW WHAT. At this process, the human will review the situation and take the appropriate action for the event. The majority of students have reflected on the instructor's teaching after attending the class Teaching English to children. They said that they had accumulated things, such as knowing how to set up games in the classroom, understanding more about effective classroom management, etc. And whether the teacher has allocated a reasonable amount of time to activities in a class, people have lots of mixed opinions. It is one of the essential inquiries for educators to rethink and overhaul their exercise plan. This inquiry got 88.2% of understudies saying barely enough, 5.9% of understudies saying it was excessively long. A couple of individuals thought that "too long" had an explanation since they felt incapable of summoning all exercises and very drained in the wake of going to a class, including such a large number of activities. Most of the time, the teacher allocates her time to carry out the activities fairly sufficiently, except for a few days she is a bit greedy and offers too many activities in one session. Then she decided to stop the class and delay it one ti into the next-week period. She also had to reflect on the spot to make the right move to ensure the students' study time.

And the last big question in the whole project: "What are the effects of reflection on teaching?" we make clear in the third step SO WHAT. Through "Do you have any recommendations for the teacher?", we see that students feel entirely pleased with her teaching style and activities. But some friends think that "the teacher should give fewer activities for students to remember and do it better." The teacher may reduce some of them and or arrange quiet and physical activities more reasonably. The teacher herself has seen her weaknesses and strengths, so the students feel secure and nothing much to complain about because it is suitable to teach generations of students after participating in major ELT, Teaching English to Children subject. And there was one student who looked at the problem very well and suggested that the teacher consider giving students time (3 minutes) to take notes of these activities they have attended. In that way, students can remember longer and apply it effectively in the future. The students gave their insightful views, and they are very suitable for the teacher to reflect on her reflective teaching.

As such, reflection has an enormous influence on teaching practice. For understudies, intelligent learning can help improve their aptitudes in tackling issues and difficulties. Most understudies face a wide range of hardships in their endeavors to learn new ideas and apply them in their teaching style. Utilizing reflection will improve their critical thinking capacities and invigorate their psychological reasoning and logical aptitudes to make an appropriate judgment and move. For example, when confronted with issues or questions identified with coursework, understudies can plan and note down the problem and afterward look for innovative arrangements. Students can also improve by utilizing reflective teaching of the teacher rehearses. Since singular understudies can think about class meetings, they will distinguish and enhance their shortcomings to reinforce their entire exhibition in a theme. Comprehensively, we all know the feeling and the number of times you look at the clock when the class is dull. To avoid this experience, future



teachers can implement some reflective teaching strategies that Ms. Linh in Teaching English to children class have implemented to apply in demo teaching lessons. Honestly, we students did an outstanding job. Therefore, she often comments that she is very proud of her students for being creative and applying engaging teaching activities in the classroom demo teaching. Lastly, reflective teaching can promote advancing the expert development to contribute to a successful lesson plan and the teaching way, and the learning experience profitably.

## **CHAPTER VI: CONCLUSION AND RECOMMENDATIONS**

### **6.1. Conclusion**

We came to a conclusion about the understanding and practice of reflective teaching by EFL teachers after a long period of research into this study. According on that, reflective teaching would have a great positive effect on the learners' education. Furthermore, reflective teaching is also focused on the results of the survey, characteristics and behaviors of learners through the questionnaires to provide the most relevant elements that support their teaching in the future. For instance, thanks to the survey, the educators in Teaching English for Children class realized that there were too many activities in a period which made them tired. Therefore, they will give less activity for their students to let them remember and do it better.

### **6.2. Recommendations**

For university students in general and ELT students in particular, our recommendation is that reflective teaching should be one of the required methods for improving their studies. Thanks to Mrs. Thanh Phuong who supported and assisted us to acquire more knowledge about this method, we can analyze many benefits from it. Not only does the reflective teaching put the basic values of learners about learning into alignment, but it also promotes the professional growth as improving their learning through observing teachers and classmates. It is not common in some countries, particularly Vietnam, although reflective teaching is very beneficial for learners. This is the reason why foreign countries carried out almost the papers we investigated. For Vietnamese students, to become familiar with this technique, we suggest that Vietnam should have more articles related to this subject that develop their awareness and enhance their needs.

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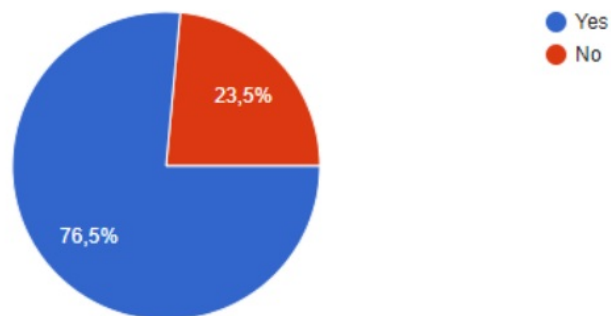
## APPENDICES



**Diagram 1: Driscoll's reflective cycle model (1994)**

Does the teacher give feedback immediately when the students make mistakes?

17 answers



**Figure 1: The percentages of students' agreement of whether the teacher gives feedback immediately when the students make mistakes or not. (question 1)**

If Yes, how does the student feel about being corrected by the teacher immediately?

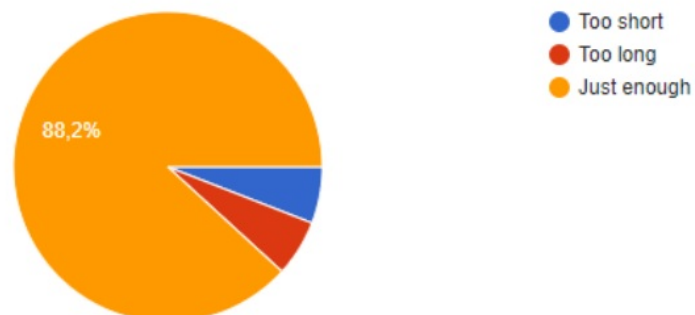
17 answers



**Figure 2: Students' opinions about being given feedback immediately by the teacher (question 2)**

What do you think about the time distribution of the activities in class?

17 answers



**Figure 3: The percentages of students' satisfaction about the time distribution in the class (question 3)**