

Chapter 13

The Instructional Design of Reflective Practice in Language Education

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1. INTRODUCTION

Reflective Practice in Language Education plays a crucial role for English teachers in measuring the effectiveness of their teaching. The teacher can develop a deeper awareness of how their actions influence student learning, classroom interaction, and language development by conducting self-reflection, peer reflection, and group reflection (Farrell, 2018). Self-reflection aims to evaluate teachers' performance on what works well and what needs improvement. While, teachers can achieve an inclusive perspective by reflecting with peers, whether through a critical friend, team teaching, or peer coaching (Gün, 2011). Then, teacher can encourage a more collaborative mindset, support one another in expressing their ideas about teaching by conducting group reflection (Rozimela et al., 2025). Therefore, conducting reflective practice is essential for teachers to show how reflective

practice can support teachers in understanding their teaching better, working collaboratively with colleagues, and improving the overall quality of English language teaching.

In this course, the students as future English teachers will discuss the implementation of reflection based on their teaching experiences, identify learning problems, and develop improvement strategies. The approach used is Outcome Based Education (OBE), focusing on competency achievement, reflection skills, and professional development. The references adapted from the main theory of reflection from Dewey (1933), Schön (1983), and GIBSS (1988), then followed by the latest research on reflective practice (Cirocki & Widodo, 2019). By bringing together reflective theories and recent research findings, this course addresses the current needs of students, where the ability to reflect is seen as an essential professional skill.

2. INSTRUCTIONAL DESIGN

2.1 Course Content and Topics

The objectives of this course are the students will be able to present the basic concept of reflective teaching in English education, to identify strengths and weaknesses in learning practices (Gün, 2011), to develop reflection skills through journals, discussions, and feedback, and to design learning improvement strategies based on the results of reflection. Through this goal, the students are motivated to enhance their teaching techniques and make better decisions through continuous reflection exercises.

Several topics provided to achieve the objectives, involve: (1) Basic concepts of reflective teaching; (2) Models of reflective teaching; (3) Self-reflection and pedagogical awareness; (4) Reflective journal writing techniques; (5) Peer observation and feedback; (6) Analysis of teaching experiences; (7) Learning improvement strategies; (8) Innovations in reflective teaching; and (9) Presentation

of teaching experience reflection. Each topic is presented in one to two meetings, depending on the scope of material to be covered, which is also accompanied by practical exercises.

The arrangement and selection of these topics are based on the idea that students should learn thoughtful teaching skills in stages, starting with theory and continuing to practice. First, core topics are discussed to give students a clear picture of the subject. Next, technical and practical topics are taught in order for students to think about what they have learned through writing, peer comments, and looking at real teaching experiences. This order helps students learn in a reasonable way and helps them build reflection skill one step at a time. Addressing the main topics, teachers may also consider optional ones, like digital reflective tools, reflective teaching in schools with various cultures and religions, or action research as a form of reflection. These can help students learn more and adapt to different teaching situations.

2.2 Teaching Method

To meet the goals of the course and teach the subjects well, the number of different teaching styles that focus on participation and reflection. These methods are picked to get students more involved in their own learning, connect what they know with what they do, and make sure they are always thinking about their views and actions about teaching, as follows:

a. Student-centered learning

This main method makes students as active participants rather than passive recipients of knowledge. This method encourages students to learn about thoughtful teaching ideas on their own, shares what they think, be responsible for their learning, and helps them learn how to think critically and reflectively (Hasbi, 2025).

b. Group discussion

Group discussion is used to create a collaborative learning environment where students can exchange their perspectives and learn from other experiences. Students deepen their pedagogical knowledge and learn to clearly express their thoughts by talking about case studies, teaching scenarios, or reflection questions in small groups. This way also helps students understand that reflection is a group process, not just an individual activity.

c. Project-based learning

Project-based learning is employed to help students use the ideas of reflective education in projects which are meaningful and relevant to the situation present. Students' complete projects like making a thoughtful teaching plan, putting together a reflection portfolio, or looking at how teachers do things. Through these projects, students have more practice with thinking critically, fixing problems, and making decisions (Hasbi et al., 2025a).

d. Reflective journal writing

Reflection journal writing serves as a tool for continuous self-reflection. Students are asked to write regular reflective journals that focus on their learning experiences, teaching practices, challenges, and insights. This activity boosts deeper self-awareness, critical thinking, and the ability to connect theoretical concepts with personal teaching experiences.

e. Microteaching with reflection

Microteaching with reflection is used as an integrative method that combines practice and reflection. Students conduct short teaching sessions in a controlled setting, followed by guided reflection activities such as self-evaluation, peer feedback, and lecturer comments. This method allows students to directly observe the impact

of their teaching strategies and use reflective insights to improve their future teaching practices.

2.3 Teacher and Student Roles

The roles of lecturer in this course are guiding the students to achieve the goal of learning. The lecturer shares their teaching experience and give overview to the students that becoming a teacher is more than how to deliver the lesson but it also deals with how to manage the emotion and face unexpected challenges (Murtiana, 2025; Richards, 2022). The lecturer, then, gives the case of situations and the students need to respond what they will do in that situation dealing with the theory of reflection by Schön (Visser, 2010), for instance:

During a listening comprehension test, many students score lower than expected, despite previous lessons focusing on improving listening skills. After reviewing the test results, the teacher reflects on whether the format of the test (multiple choice) was the best way to assess students' understanding. The teacher realizes that students may have struggled with interpreting the options rather than with listening comprehension itself. According to this situation, what should the teacher do for the next meeting?

In this case, the students will give their opinion for solving the problem that may be happened in their class later.

Beyond of this, students play a dominant role in other activities, such as in presentation and group discussion. The students asked to do self-reflection on their teaching practice and then, analyze their friends based on reflection journal.

2.4 Activity Types

Based on the lesson plan, the activities of this course are divided into face-to-face activity, structured activity, and individual activity. In face-to-face activity, the students participate in group and class discussions to understand core concepts such as reflection models

(Dewey, Schön, Gibbs), the importance of reflection in education, and how to use these reflection models in teaching English. Besides, the students are also given the opportunity to do microteaching or peer teaching, then other students will analyze and provide feedback from their friends' performance in teaching practice.

Structured activity in this course means learning activities which designed systematically and planned to help students achieve the learning outcomes, such as students practice teaching and receive feedback for initial reflection. Next, they must develop concrete and detailed action plans to address the challenges they face and improve their teaching practice. After that, the students will create a reflective portfolio as final assignment that summarizes the entire learning process. Students will compile all documents which support their reflection in teaching into portfolio that demonstrates their journey throughout the semester. Meanwhile, individual activity is another activity designed for students to complete independently outside the schedule, such as designing lesson plans, creating learning media, managing class outside the schedule of microteaching sessions.

2.5 Materials and Media

In supporting learning activities, several materials and media provided such as, handout of Reflective Practice in Language Education, lesson plan, articles from selective journal, other references from book and website. Besides, the media such as LCD, PPT, whiteboard, board markers, large paper for creating poster, and microteaching media prepared for engaging students in learning activities.

2.6 Assessment and Evaluation

The lecturer give assignment for the students at the end of the topics to evaluate students understanding from the topic explained and to measure their competencies in implementing the models of reflection. Besides, the lecturer also assesses students' performance in their presentation and individual project. Score is given by the teacher by

using rubric of journal reflection, presentation reflection, and portfolio reflection.

3. RECOMMENDATION

Reflective practice is perceived as an important part of language teaching activity, however, its implementation still needs more attention. One common concern is that reflection can become too descriptive or mechanical if students are not guided with clear models and reflective questions (Farrell, 2018). Even though the classic frameworks by Dewey (1933), Schön (1983), and Gibbs (1988) offer strong guidance, reflection is most meaningful when students are supported to think critically about their teaching experiences, not only to describe what happened. In addition, self-reflection may limit understanding, while peer and group reflection allow future teachers to learn from different viewpoints and shared experiences (Cirocki & Widodo, 2019).

Therefore, it is recommended that reflective practice courses combine structured reflection models with collaborative activities such as peer discussion, group reflection, and reflective portfolios. These activities should be clearly aligned with learning outcomes, thus, students can see reflection as a practical skill that supports their professional competence later (Hasbi et al., 2025b). Meanwhile, teacher education programs should also create supportive learning environments where students feel safe to share challenges and emotions, as teaching involves both pedagogical skills and emotional engagement (Richards, 2022). By grounding reflective practice in theory while keeping it practical and collaborative, future English teachers can develop the habit of reflection as a meaningful and sustainable part of their professional lives.

Author



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