

COMPREHENSIVE REFLECTIVE PRACTICES IN AN EFL TEACHING CONTEXT: AN EXAMINATION OF EFFICACY

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ABSTRACT

This study aims to examine the efficacy of comprehensive reflective practices that involve lesson plans evaluation, peer observation, observation formatting, peer feedback, and self-reflection in an EFL teaching context among both novice and experienced English teachers. The novice English teachers in this study refer to students performing practicum in TESOL courses as part of their overall academic evaluation. The experienced English teachers were primary school English teachers located in southern Taiwan. This study recruited eighteen novice and eight experienced teachers during the 2018 fall semester. Both groups made lesson plans prior to English teaching observations. Peer observation was performed during each instructor's teaching demo. Soon after the observed lesson was ended, oral peer feedback was given to the teacher to reflect on his or her own teaching practices. An open-ended questionnaire was distributed to the participants of this study regarding their perceptions of the usefulness of peer feedback in reflective practice at semester's end. The findings indicated that both novice and experienced teachers considered peer observation and peer feedback as beneficial to their professional growth since it allowed them access to novel instructional methods. The study concluded with some pedagogical suggestions for efficacious and comprehensive reflection of TESOL programs and teaching practices.

Keywords: Professional development, Observation, Peer feedback, Reflective practice, TESOL, EFL.