

What Do the Students Learn in Their Micro Teaching Class?: A Study on The Students' Teaching Reflection Journals

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ABSTRACT

This paper starts from the idea of promoting reflective practices to students in an English language teaching program in a private university in Salatiga. This is in line with recent developments in teacher education which have led to a renewed interest in the reflective practices (Antonek, McCormick, and Donato, 1997; Pedro, 2005; Ottesen, 2007; Semerci, 2007; Cavanagh and Prescott, 2010). The data gathered from the participants' teaching reflection was used to see how self reflection assists the them develop critical thinking on the issues raised in their Micro Teaching class, for example in the selection of certain ELT Methods, the use of L1, the use of feedback and questions. The data was also meant to give an account on the focus of the participants' teaching reflections. The findings revealed that reflective practices contributed to the development of the participants' language teaching skills. This paper concludes that involving student teachers in conducting self reflection is beneficial to help these future teachers become life-long learners.

Key words: teaching reflection, teacher preparation program

INTRODUCTION

The past thirty years have seen increasingly rapid advances in the field of reflective teaching practices and a considerable amount of literature has been published on the issue especially from the time when Dewey in 1933 introduced idea that an intelligent action demands a reflection, and that reflection itself is the foundation of a belief and any form of knowledge. Since then the reflective practice paradigm is taken as one "reform effort" in the education communities (Pedro, 2005).

Vygotskian view as stated by Antonek, McCormick, and Donato, (1997) says that humans are "consciously acting beings whose acting brings about changes in their surrounding world . . ." Therefore, reflection, which involve observation and interpretation of oneself on his/her own actions (Von Wright, 1992, p. 61 cited in Antonek, McCormick, and Donato, (1997) should be integrated in the teaching practices as teaching main aim is to change individuals. Therefore I believe that all teachers need to be introduced and accustomed to reflection in their teaching practices.

As a teacher myself, I realize that I learn a lot about how to maximize my teaching from learning about how I teach, how my questions or seating arrangement, for example, can better facilitate discussions, how the use of certain materials can trigger questions from the students which then lead to fruitful discussion. As a teacher educator, therefore I have the chance to introduce reflective practices which I believe will help the learners (the future teachers) become better

teachers, because the ability to reflect on their teaching practices and being reflective will allow them to see which part of their teaching can cater the students' needs the most, which ones are less helpful. This understanding will not be adequately covered from learning theories on how to teach English as a foreign language, or the teaching learning strategies, especially because different teaching context will require different demand and practices. And therefore, in line with Ottesen (2007:32) who mentions that "reflective teachers are outcomes of learning processes during teacher education", the ability to reflect has to be shaped from conscious practice of reflection in our education system.

Although asking students to spend some time contemplating on what they experience seems to be irrelevant to their learning, especially since students have a lot of assignment to do, teacher promoting the use of reflection and showing the benefits of reflection to enhance learning is still recommended (Fernsten and Fernsten, 2005; Groom, and Maunonen-Eskelinen, 2006). Moore and Ashe (2002) cited in Groom and Maunonen-Eskelinen (2006) also mention the important role of both the mentor as well as the students' peers to support these student teachers for them to "maintain a focus toward reflective practice during the early stages of their career (293).

My concern in learning how we, as teacher educator help create better English teachers, as well as my personal interest in the application of reflective practices in teacher education program, have left me with many interesting questions, such as how can reflection be maximally used in the teaching and learning process. Therefore learning to understand how and what the student teachers focused on in their teaching practices through their reflection journal will hopefully give an account of how reflective practices can benefit (student) teacher in their professional development.

What is reflective teaching?

The importance of the implementation of reflective practice has been documented in several studies such as Antonek, McCormick, and Donato, 1997; Pedro, 2005; Ottesen, 2007; Semerci, 2007; Cavanagh and Prescott's, 2010. In line with that, there have been various definitions of reflective practices, such as the ones introduced by John Dewey (in 1933) and Schön (in 1983 & 1987). Dewey states that reflective thinking is "the organization of thinking such as active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it leads (Moallem, 1997 in Semerci 2007).

Schön (1983) in Pedro (2005) introduces the element of the time in which reflection takes place and linked reflection to action. He suggests that reflection is a purposeful, systematic inquiry into practice. In both Dewey & Schön, it can be learned that there was a sequence to conduct a purposeful process of reflection as mentioned in Stanley (1999: 110):

- think back
- try to remember as much detail of the events as possible
- investigate reasons for the events
- re-frame events in light of several theoretical frameworks,
- generate multiple understandings,
- decide on what needs to be done next in relation to the analysis of what already happened

According to Taggart and Wilson (2005) in Semerci (2007), "reflective thinking is the process of making informed and logical decisions on educational matters and then assessing the

consequences of these decisions.” Therefore it can be considered as “a critical tool for analysing and evaluating actions undertaken in the professional setting” ((Black, 2002), in Groom and Maunonen-Eskelinen. (2006: 293). Similarly, Ottesen (2007: 33) states that “‘Proper’ reflection is often described as a tool for connecting experience and theory frequently postulating a need for advancement to higher levels of theorizing.”

Fernsten and Fernsten (2005) have also drawn our attention to the importance of the instructors to cultivate reflective practices:

Reflection pieces, are a vital tool in the learning process, for through reflection students learn to scrutinize their own performance, come to terms with what went wrong as well as what went well, contemplate strategies to enhance their success in future work and take responsibility for their learning (303-304).

Therefore, a reflective practitioner should always be open to tailor his or her teaching objectives, examine his or her teaching practices as well as the results to suit the students needs (Semerci, 2007).

Why is reflective teaching important?

Numerous studies have attempted to explain how reflective practices have assisted teachers in their effort to improve the quality of teaching in their own context, such as that it helped teachers to learn how to accommodate the students different needs (Pedro, 2005). Drawing on Pedro’s (2005) work, engaging in a reflective practice is perceived as beneficial for pre-service teachers to understand their own concept of teaching as well to learn about their own teaching practice which lead to the improvement of their teaching skills.

Student (teacher)s, according to Groom, and Maunonen-Eskelinen (2006) will be able to develop “skills to self assess and critique their experiences within a format that reflects, and more authentically portrays, the complex process of teaching and learning.”(p.291) as they learn from becoming a student teacher. In a similar vein, they stated that reflective practice is considered crucial for student teachers to examine and assess their teaching performance, because as Ottesen (2007: 32) argues, “reflection is generally assumed to promote understanding and insight and to have transformation or empowerment as its purpose or effect.”

How is reflection relevant to the field of teacher education?

One important aspect of teachers’ professional development, according to Cavanagh and Prescott (2010) is the teachers’ skills to reflect critically on their teaching performances. However, in most teacher preparation program, the focus are mainly given to the development of “the technical skills of teaching and practical concerns, such as planning and classroom management, rather than listening to, and becoming more aware of, the students they teach. (148)”

Porter, Goldstein, Leatherman, and Conrad (1990) mention three underlying principles of the use of writing reflective journals in education. The first reason they mention is that there is a significant effect on students learning when they write their experience, as writing is viewed “as a discovery process—a way to explore ideas, generate and connect ideas, change preconceived notions, and connect abstract ideas and experiences.” The second reason is because by familiarizing student teachers with reflective practices will help them discover “the ways in which members of the

language teaching profession talk and write about these ideas” and hence familiarizing these students with the discourse community of language teachers. Finally, by engaging learners with the practices and approaches in language teaching, learners will play greater roles in their own leaning.

How do we develop reflective skills?

There are four steps to develop reflective skills according to Von Wright (1992) as cited by Antonek, McCormick, and Donato (1997).

1. There should be an activity that a person is engaging in that involves actions and beliefs, such as teaching.
2. There should be a reflection on the experiences.
3. A new ideas need to be formulated from the experience to change one’s own belief. This may be triggered by questions like “based on what I’ve learned from this experience, what I could change to make the lesson, test, etcetera more successful?”
4. The new ideas need to be implemented, so that feedback can be obtained, and outcomes can be monitored.

These four steps of developing reflective skills are in line with those suggested by Pennington (1990) that student teachers need practice in evaluating performance, both their own or others’ to arrive at ongoing professional development.

THE STUDY

The participants of this study were a group of 12 third and/or fourth year students registered in Micro Teaching course of a four-year English teacher education program the at a private university in Central Java, Indonesia.

Micro Teaching is a required course in a four-year English teacher training program in the Faculty of Language and Literature, in the university. It is a two-credit course conducted for 14 weeks. The overall aim of the course is to prepare the students for a teaching practice program which is conducted at schools or language teaching institution near the university. Therefore, this course gives students opportunities to work on their individual teaching skills necessary in their Teaching Practicum later on. Throughout the course, students were engaged in the following learning experiences: (a) lectures; (b) writing both pre and post teaching reflections; (c) conducting three mini teaching practices.

This study is a qualitative study with a descriptive design. The participants’ pre and post teaching reflections were examined to understand what have they gained through their teaching reflection.

The data collection was conducted over the period of one semester, so that an analysis and interpretation of the data could be made into a narrative.

Teaching Reflection Journals. The students were required to write a reflection journal before and after their three teaching practices, which were all video recorded. These video recordings then have to be reviewed prior to writing the post teaching journals. In these journals they recorded their reflections on the quality of their teaching instruction, their teaching materials, class activities, social and personal matters that were significant to them during their teachings practices in the Micro Teaching class.

The students' point of views depicted in their teaching reflection journals were first identified, before they were categorized into groups sharing similar theme of the data.

DISCUSSION

Here is what the participants focused on in their reflective teaching journals with regard to the understanding of what makes good teaching practices.

A. *Classroom language use*

One characteristic of a good language teacher is the fluent competence in the four language skills. This idea apparently has influenced most of the participants in their first pre and post teaching reflection. Many participants were still really concerned about their communication skills, especially those related to the fluency, accuracy of their grammar and pronunciation, clarity of their instruction and explanations as represented in the teaching journal excerpt below:

Besides, I also should improve my skill in giving instruction. I should make it clear and understandable. (Participant 3_post1)

... I need to improve my grammar in giving explanation. I think because I was nervous, some of my sentences' grammar was messy. ... Besides, I need to speak louder. I guess students who heard my voice was just those who sit in the front row. (Participant 5_post1)

... I did something wrong in my pronunciation when I explained to my students. I also speak unclearly. ... There were many things that I should improve more. There were about the time management, pronunciation, and try to well prepared for everything. (Participant 9_post1)

Beside focusing on the communication skills, the participants were also concerned on how they modify their language.

... I know that changing a habit (speak fast) is not a piece of cake. I must practice again and again to improve my speaking ability.... (Participant 3_post1)

Furthermore, parts that can be improved is the way I speak in class. My voice was not loud enough, so that I have to speak louder. (Participant 7_post1)

The ability to use the target language in the classroom is one important aspect in language teaching, because as Richards and Lockhart (1996) state, it is the principal means to give instruction, direction, language model as well as feedback on the students' performance. Therefore, it is interesting that these participants also paid attention on the pace of their voice.

One interpretation of the findings in this section is that maybe because most participants have never had any teaching experience, then in their first teaching practice they tried their best to fulfill their own high expectation of a good teacher in themselves. And therefore, as first time is not always easy for everyone, they focused more on the "surface" part of a teaching, which is how they positioned themselves as English teachers who should be able to speak English properly.

Understanding this experience from teacher educator perspective, I think there is one thing that we can learn, i.e. that we need to provide more time to exercise student-teachers,

especially related to the way a teacher should modify their language using strategies as suggested by Richards and Lockhart (1996), like speaking more slowly, using more pauses, as well as their communication skills in general.

B. Interactional competence

One common perception about language learning is that it has to be interactive, since its aim is to enable the learners to use the target language. Therefore, a language teacher as Richards and Lockhart (1996) suggest, "need to learn how they are expected to interact in the classroom," which they describes as "interactional competence".

I am planning to minimize the frequency of checking my notes. And I am going to make more interaction by going around the classroom instead of just standing near the white board going to set clear instructions, selecting appropriate materials and present them interestingly. (Participant 9_pre3)

"... I found one student who was confused and spent more time to think of her ideas of Javanese superstition. I just gave her more time. Personally I think that was not my fault if there was incident like that because students have different characteristics in learning. Yet, my solution to such teacher problem about facing a student like that is to be patient and try to stimulate him/her to reflect again and say "I'm sure you can!". (Participant 8_post2)

In addition, the same with some of my friends' assessment, I need to be more interactive ... in order to establish an enjoyable situation in classroom. (Participant 5_post1)

From their reflective journal, it can be learned that there is a process that the participants critically thought of their performance both before and after their teaching practices as well as how they reacted to their student's performance, which led them to an understanding when to give feedback, and the kind of feedback the student might need.

C. Planning decisions

In the evaluation of their teaching performance, Richards and Lockhart (1996) maintains, "teachers typically base their judgments on their own personal belief system about what constitutes good teaching". In the excerpt below the participant evaluated her success in using video as teaching media, and confirmed that her assumption about one particular teaching approach is really useful in helping the students become more active in expressing their ideas using the target language.

I feel that the way I impressed my students with video to introduce the topic was successful. The students' use of the target language increase as well as their motivation to learn English. This project confirms my beliefs that student-centered approach is the best way to make them accustomed to the target language and use their background knowledge as well. It also can motivate the students to speak up their mind. (Participant 6_post3)

I learned that teaching material could affect students' responses. Students can be active, enjoy or even bored. It gave me another teaching experience ... I also discovered that the students more enjoy while doing games activity From that

I learned that teacher have to be smarter to create an activity ... teaching was not just make students understood the materials, but also make them participate and speak their ideas actively. (Participant 7_post2)

But I also found that the mini game that I've done was not too interesting, such an old-school method. (Participant 2_post 2)

I was interested in finding out whether my technique in teaching language is understandable and communicative enough for my student or not. (Participant 6_pre3)

In my opinion, teacher's job in class is to show the students about how to use their knowledge that they got in class. This job forces the teacher to create interesting study and teach process in class, such as providing catchy material and AVAs for the students. (Participant 7_post3)

Besides that, I learned that some pictures ... were very helpful. Besides I knew that the pictures can help them to remember the plot, they also enable me to know whether the students really understand the text or not. The most important thing that I learned was ... that students' schemata will also enable them to understand the text without being bothered with the meaning of some new words. (Participant 5_post2)

As reflected in their journal entry above, the participants reviewed the strategies how to teach more effectively & efficiently, such as using videos, games and "catchy material and AVAs". In their reflection, they seemed to gain better understanding of what may constitute better teaching and learning process. It is hoped that their understanding can contribute to the planning of their future teaching. With this kind of practice, I believe that the participants will be accustomed to having the urge to "upgrade" themselves as better teachers.

D. Critical analysis of teaching problems

Teaching can never be isolated from challenges, big or small, both from the side of the teachers and students, especially when most effective learning is the aim.

... I need examples' help to make them more understand. (Participant 10_post1)

Students were happy when they listening to the music ..., as I predicted. It is difficult for me to design lesson plan:" ... I have no idea to create other interesting activity after listening to the music. It seems that my first activity, which is listening to the music, was interesting, but then I feel that I broke students' enthusiastic feeling by giving difficult activity: ask them to explain the vocabulary. Then I think I break my second mini teaching! (Participant 10_post2)

Other things that I should improve are in giving a clear instruction, and let the student speak up. My nervousness makes me difficult to arrange the active atmosphere in the classroom. (Participant 6_post1)

The reflective journal excerpts above shows that the participants realized, for example, that to increase the students understanding, they needed to provide more examples, or that students need to articulate what they know. Aside from identifying what they thought as

appropriate instruction, they also have started to analyze the weaknesses of their own teaching instruction, such as that one particular activity had potential chance to ruin the whole lesson. With such ability, the participants will become more aware of the importance of good lesson planning as well as the importance of taking into consideration factors which may benefit or hinder learning.

E. *The use of L1*

There have been controversies in the use of mother tongue in a foreign language classroom. In line with Zacharias' (2004), in the early years of direct method era, the reticence in the use of first language was due to its' assumed effect which was considered to hinder learning. Yet, in these more recent years, some researchers recommend the use of mother tongue (Prodomou, 2001; Atkinson, 1987; and Deller and Rinvoluceri 2002 in Zacharias, 2004) as the mother tongue is seen as the resource for the teaching of the target language.

After watch my mini teaching video, there were some things to be considered to improve my next mini teaching. I realized that I used Bahasa Indonesia a lot in my mini teaching. I was planning to use English in my mini teaching then translated it into Indonesia. (Participant 2_post1)

I realized that I had used too much Indonesian in giving instructions. I tended to give them instruction in Indonesian because I wanted them to understand. Unfortunately, I lost my control on my Indonesian. ...Thus, I will really pay attention on the rate of using Indonesian in teaching. (Participant 8_post1)

I think the part that can be improved is I can switch on and off Indonesian and English. By mixing two languages I think students easily to understand rather than when teachers speak Indonesian continuously. It also helps students to be able to speak or use English, when their teachers not only speak in their L1. (Participant 10_post1)

What is interesting in the participants' statement is that these participants did not seem to be comfortable using too much L1 in their teaching. The participants realized about the importance of using English more in the teaching to provide examples for learners, although at the beginning she thought that her students would learn better if the L1 is used more frequently. This finding seems to be in accordance to that suggested in Pedro's (2005) who states that reflective practices have assisted teachers in their effort to improve the quality of teaching in their own context. Therefore, understanding that their students may need some sample of real language use shows that the participant has advanced their level of understanding of an English teaching practice.

F. *Meaningful teaching strategies*

As the participants learn to design their own teaching, they also need to be aware of the need to consider their students in their context of learning, as Hedge (2000: 343) affirms "Consideration of learners as members of a class group will inform decisions about target levels of communicative ability or appropriateness of the methodology to class size."

... I learn that by using inductive learning (asking the students to identify the structure by themselves), give opportunity for each student to deliver their opinion and answer the question in exercise and also come forward to share

their answer is an effective way to foster their participation and self learning. (Participant 11_post2)

I could give the instruction smoothly so that it became a nice chain of instruction. I could explain the rule of the game step by step, and the students got my idea (Participant 3_post3)

... in the next mini teaching, I need to create some creative activities in class that could attract the students' attention. (Participant 1_post1)

I first want to build an interesting atmosphere for the students, so I will begin the activity that needs their cooperative work. They will involve in the mini game and hopefully it can boost their mood to study. (Participant 2_post1)

In teaching and learning activity, sometimes the students need something different to avoid the boredom while they are learning in the classroom. I want to invite the students' involvement in teaching and learning process through role-play. By doing the role-play, I hope that the students will get the real image of the material since the material is directly related to their daily life. (Participant 12_post1)

It can be learned that in their reflection, the participants have tried to identify what their students may actually need in the teaching & learning process. And this identification has helped them create better learning activities which may be more appropriate for their students to perform better. What is interesting is that they have started to implement what they thought as the solution/ the answer of their students' need in their own ways.

G. *Creating an engaging and positive classroom climate*

One of the most important component in teacher training program is to create the awareness of the student teacher to use effectively all language resources available in the classroom (Brown, 2001; Hedge, 2000; Johnson, 1990) as they are the access to the knowledge, attitude, and skills that the students can gain and performed (Johnson, 1990). Through the use of reflection both before and after the teaching practice, here is what the participants expressed in relation to their awareness to create interesting classroom climate:

First, I would encourage myself to be more active in communicating with the students. I will prepare some opening questions like, how are you? Are you OK? How do you feel today? etc. and then I will force myself to make more intensive eye contact with my students. (Participant 9_pre3)

I want my student to be more active than before because I try to use the student centered approach. ... This is related to the global perspective of learning English because most of non-English speaking countries try to use the strategy of student centered approach. (Participant 6_pre3)

I think it would be very helpful for students if I help them to explore their background knowledge. Then, ... I would help them to find and discuss the meaning of difficult words that they will find in the text. ... Then I would assign them to arrange pictures about the text in correct order. These pictures will be very helpful because it illustrates the passage and it will be very helpful for students to check and improve their understanding ... (Participant 5_post2)

Moreover, with talking or discuss with the students when I am teaching it can build teacher-students relationship... (Participant 7_post3)

As can be seen in the participants' reflection above, it is self explanatory that they put effort to create positive classroom atmosphere, which may enhance more effective learning. This demonstrates that participants' reflection is proven to be able to promote such awareness about their students.

H. The pace of teaching

Pacing, according to Richards and Lockhart (1996) is identified as "the extent to which a lesson maintains its momentum and communicates a sense of development." Still in their view, teachers' decisions on their teaching pace are "important aspects of interactive decision making, since teaching involves monitoring students' engagement in learning tasks and deciding when to bring a task to completion and move to another activity before students' attention begins to fade (122)."

The participants in this study expressed below what they thought and felt about the pace of their teaching:

Moreover, I felt that I was so hurried in doing the second activity. I asked Kharisa's group to read the clues that they created ... before they finished the work. Also I did not use the transition when I moved from the first to the second activity. (Participant 1_post3)

... I talked too much in the pre-teaching, I wasted my time by cleaning the whiteboard too many times and wrote too much. Also, I wasted too much in giving the explanation. On the other hand, ... I was clear enough and for the first experience teaching, I was pretty good in giving feedback to my students. (Participant 4_post1)

... I couldn't manage my time properly... (Participant 10_post1)

The class is going smooth ... But, I there is one material of the text that cannot be taught. ... I cannot make it because the time limit. Well, this is my first time of teaching and I feel 10-15 minutes in front of the class is like 2 minutes. It is so quick. (Participant 6_post1)

Those reflections show that the participants examined their decisions in their teaching pace. They learned, for example that that they did not give enough time for an activity to go on with the next activity, or that they spent too much time in their pre- teaching section. The participants were aware that time management is one part of teaching that may create problem in the general flow of their teaching.

From the participants' reflection, we can learn that time management, although small as it may seem, needs to be given more attention when preparing these student teachers for their real teaching practice in schools.

1. The peers feedback to improve their teaching

The process of continuing to develop your professional expertise as teacher is sometimes difficult to manage alone. The challenges of teaching in a rapidly changing profession almost necessitate collaboration with other teachers to stay on the cutting edge (Brown, 2001: 440-1).

As Participants were still learning to teach, there are a lot of teaching skills that they need to exercise. Therefore input from others, their instructor and peers, are still consider necessary. And hence the ability to receive positively suggestions from others, who are also learning, also need to be trained, so that the Participants will understand that teaching is not an isolated profession. Suggestions from their peers as well as even from their future students need to be taken into account to promote continuous professional growth.

... I have problems in speak slowly and clearly, because my friends often remind me that I speak too fast and unclear. (Participant 3_post1)

Also, for future teaching I would be glad to provide more interesting AVAs as my friends suggested. (Participant 8_post1)

... according to my peer teachers' comments I sometimes mumble when explaining materials and giving feedback to the students. ... students will ... disadvantage from my unclear utterance. Students could not catch what exactly I am talking about whereas the explanation or feedback is important for them. (Participant 8_pre3)

In addition, the same with some of my friends' assessment, I need to be more interactive and ... in order to establish an enjoyable situation in classroom. (Participant 5_post1)

... My friends said that I need to give more creative and motivating feedback... so that my class atmosphere will be more cheerful. Not only when my students give the correct answer but also ... more feedback when my students doing mistakes. (Participant 11_post 1)

From the participants reflections it can be learned that the participants apparently take into consideration their peers' comments and suggestions for improvements. The excerpt of the participants reflections above shows that reflective practices has enabled the participants to realize the importance of others in giving perspective of better practices which may benefit them improve their teaching quality.

Furthermore, as the participants were just at the beginning of their journey as teachers, it seems that it is always important that in the teacher training program, we provide 'teacher support group' to create comfortable society where they can learn from each other to enhance good practice in their professional growth.

CONCLUSION

As teaching is an ongoing activity, they are demanded to be updated with recent development in the field, and suit that information with their classroom. With that in mind, a teacher should always evaluate their teaching to see how they teach, how participants learn, what factors enhance or hinder learning.

As can be seen from the teaching reflection above, it is very interesting to see the how the participants analyzed the classroom situation and their weaknesses as they were learning to teach and came up with solution and or plans for improvements for the future practice. This “critical assessment of theory ...” according to Pennington (1990: 144) “helps future teachers to develop judgment necessary for putting information into perspective and putting that information into practice.”

As the participants become more engaged in reflective practices and take the practice into a habit, I believe that they will put their effort to advance their knowledge of the practices which can benefit the teaching and learning process in their own (future) classroom.

The process and result of the process of reflection apparently provide beneficial backwash to their beliefs and spirit to always develop their ability in teaching, empower the reflective practitioners to keep moving to the better stage as also pointed out by Ottesen (2007). Reflective practice will not only benefit the participants in this context in their present learning circumstances, but also in their future working context.

The findings of this study shows how the participants’ reflection on their teaching practices contribute to their professional development, and therefore may have possible wider implications for teacher training department. As teacher educators who have access to the promotion of reflective practices, we have more opportunities to address the issue of reflective teaching to prepare the Participants enter the real world of teaching with good teaching practice.

The result of this study suggest a number of new avenues for research, such as (1) how can reflective practices empower student teachers in their decision making about what and how to teach? (2) What may be the factors which hinders the implementation of reflective teaching? (3) How do student-teacher reflections about their teaching match with what their students perceive about the teaching?

It is hoped that this paper provides some insights into factors that contribute to the professional development of those (especially who are new) in the teaching profession and especially for teacher educators to involve reflective practices in their programs.

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