

Pre-service ESL teachers engaging in Reflective Practice: Current Observations and Perceived Challenges

ABSTRACT

This study aims to present the observations and perceived challenges of a group of English as a Second Language (ESL) pre-service teachers (PSTs) engaging in reflective practice in their practicum. Past studies have shown that PSTs are incapable of reflecting on their practice at the critical level. Results from the online survey indicated that reflection thinking is one of the areas respondents opined that they need to improve. Analysis of their practicum reflection forms indicated a low level of reflection shown by the respondents as they reflect on their lessons. Follow-up focus group interviews on the respondents' reflective thinking revealed that respondents lack a clear grasp of what reflective thinking is about, and they also expressed their reluctance of reflecting with their peers on their lessons. The outcome of this study precipitates a need for PSTs to learn a strategy to conduct a critical reflection. Subsequently, it could be beneficial for the respondents to capitalise on peer feedback via an online platform as a means of improving their practice as ESL teachers.