

Integrating Reflective Practice into Undergraduate Teacher Education Programmes in ELT: A No-Lose Deal for Thai Universities

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Article information	
Abstract	The concept of reflection is probably as old as educational discourse itself. It is an inextricable element of teaching and learning that enables teachers to identify and solve problems related to their teaching practice or learn more about various aspects of their profession. Therefore, to fully prepare reflective language practitioners, it is essential for reflection to be embedded in teacher education programmes in English Language Teaching (ELT). With this in mind, the current contribution begins by operationalising the concept of reflective practice and describing reflective practitioners. It then presents models of reflective teaching, synthesises previous research on reflective practice, and lists several benefits of this type of practice. The article concludes with a proposal for embedding reflective teaching into undergraduate teacher education programmes in ELT in Thailand, including a set of useful activities that will engage pre-service English language teachers in deep reflection on various aspects of their future teaching careers.
Keywords	reflection, reflective teaching, reflective practice, teacher education, ELT, TESOL

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1. Introduction

Reflective practice has established a prominent foothold and recently received wider attention in teacher education programmes worldwide, marking a significant shift in pedagogical paradigms towards more personalised and dynamic approaches to professional development (Cirocki & Farrell, 2017; Girocki et al., 2023; Farrell, 2022; Mann & Walsh, 2017). This shift is particularly noteworthy within the field of English Language Teaching (ELT), where the integration of reflective practice into teaching and teacher education programmes remains a relatively recent phenomenon in the majority of contexts (Farrell & Kennedy, 2019). Although reflective practice has been extensively explored in teacher professional learning and development (Cirocki et al., 2019; Girocki et al., 2023), its application within ELT settings presents unique challenges and opportunities that merit further investigation. Notwithstanding the growing recognition of the potential benefits of reflective practice within ELT, gaps in application persist in terms of understanding its scope, effective implementation, and impact, particularly within diverse educational contexts.

Previous research (e.g., Asaoka, 2021; Farrell, 2018) has highlighted the role of reflective practice in facilitating teachers' self-assessment of pedagogical knowledge and practice, promoting collaborative reflection among educators, and fostering the exchange of best practices within professional communities. However, the extant literature predominantly focuses on Western educational contexts, overlooking the cultural, institutional, and instructional nuances of the Global South. In most Asian contexts, including Thailand, the predominantly top-down models of education that are employed open up a particularly compelling area of investigation (Farahian & Rajabi, 2022; Tagg, 2016; Vu & Nguyen, 2021).

Although attention has been paid to integrating reflective practice into both pre-service and in-service teacher education programmes in numerous countries, including Thailand (Auliya et al., 2020; Jumpakate et al., 2021; Swatevacharkul, 2019), there remains a notable gap in understanding how sociocultural and institutional factors shape the adoption and effectiveness of reflective practices among ELT professionals in these regions. Also, at a pedagogical level, it is not always clear what types of activities should be integrated into teacher education curricula to promote reflective teaching, hence the current contribution.

Driven by this concern, the notion of reflective practice has undergone empirical investigations in diverse contexts in recent years, generating a better understanding of its place and role in education among English language educators (Farrell, 2018). This heightened understanding has prompted a proactive push for teacher educators and teachers to systematically engage in reflective teaching (Cirocki & Farrell, 2017; Tajeddin & Watanabe, 2022). Hence, this article proposes how reflective practice can be embedded in undergraduate teacher education programmes in ELT across Thailand. This will provide valuable insights for teacher educators and policy makers and contribute to both theoretical and practical understandings of reflective practice in ELT, rendering English language teacher education programmes more reflective at the undergraduate level.

2. Reflective Practice for English Language Teachers

2.1 Defining Reflective Practice and Reflective Practitioners

Although reflective practice has solidified as a well-established theoretical concept in the field of TESOL in recent decades (Farrell, 2015), teachers have not yet reached either a consensus on its definition or a standardised framework for the practical implementation of reflective teaching in school-based professional practice (Farrell & Macapinlac, 2021; Mann & Walsh, 2013). For instance, recent literature (e.g., Girocki & Farrell, 2017; Girocki & Widodo, 2019; Farrell, 2018; Mann & Walsh, 2017) has identified and described several disparate operationalisations

of reflective practice in teaching contexts, including teacher professional learning derived from and through experiences, evidence-grounded observations, and the analysis of critical incidents (Widodo, 2018; Yalçın Arslan, 2019). Notwithstanding these diverse approaches, teaching as reflective practice can be broadly defined as deliberate contemplation of the teaching-learning process, including diverse classroom events, teachers' and learners' experiences, or critical incidents, and is undertaken with the aim of facilitating not only comprehensive evaluations of classrooms, but also their continued improvement.

It is important to stress that reflective teaching attributes its conceptual origins to Dewey's (1933, p. 9) seminal work which defines reflective thinking as "an 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 conclusions to which it tends". Upon analysing this definition, it becomes evident that Dewey advocates for teachers to assume an active and discerning role, one that entails abandoning their unfounded assumptions and instead examines the theoretical underpinnings guiding their instructional practices, enabling them to make informed decisions based on critical reflection, systematic inquiry, and solid empirical evidence (Dewey, 1933).

More recent discussions of reflective practice (e.g., Cirocki & Farrell, 2017; Jasper, 2003) have revealed that it has three component parts: (1) the experiences teachers undergo; (2) reflective processes that provide a platform from which teachers can learn; and (3) action that materialises from the new prospects that come into being. This "action", however, may be cognitive, as in a greater level of awareness, rather than behavioural. Additionally, the notion of reflective practice indicates that reflective teaching is multi-dimensional in nature, in that it encompasses political, social, moral, and spiritual components and can therefore be examined from multiple perspectives. Consequently, it is no exaggeration to state, as Bolton (2010) does, that reflective practitioners engage in:

an in-depth consideration of events or situations outside of [themselves].... [They attempt] to work out what happened, what they thought or felt about it, why, who was involved and when, and what these others might have experienced and thought and felt about it. It is looking at whole scenarios from as many angles as possible: people, relationships, situation, place, timing, chronology, causality, connection, and so on, to make situations and people more comprehensible. This involves reviewing the experience to bring it into focus (Bolton, 2010, p. 13).

The picture that emerges from the foregoing definitions elucidates that whilst engaging in reflective practice, teachers advance beyond delivering the curriculum or functioning as technicians (Banegas, 2019; Shower, 2010). Rather, they make autonomous decisions by constantly learning from their experiences and then reshaping them by engaging in critical reflection. As a result, reflective practitioners participate in a never-ending cycle of learning comprising four phases: acting, observing, reflecting, and adapting (Larrivee, 2006). It is by actively engaging in these phases that teachers continually advance their professional development, make available a multitude of potential choices, surmount obstacles, and learn to react to changes taking place in education in a rational manner (Cirocki & Widodo, 2019).

2.2 Models of Reflective Practice

To date, several models of reflective practice have been developed. For reasons of space, this section does not include them all. Some of these models belong to the general education field, others to TESOL. However, the former are also utilised in language education in some contexts.

For instance, Schön (1983) introduced the concepts of reflection-in-action and reflection-on-action, which subsequently inspired the development of

reflection-for-action (Grushka et al., 2005; Killion & Todnem, 1991). Within the realm of professional practice, reflection-in-action refers to the cognitive process undertaken during teaching, wherein teachers evaluate and analyse their professional beliefs, practices, and experiences in real-time. Conversely, reflection-on-action pertains to the retrospective examination of an event after its occurrence, allowing teachers to scrutinise the situation, understand their actions, and consider alternative approaches they might have taken.

The two types of reflection discussed in the preceding paragraph led to a third type – *reflection-for-action*. This entails a deliberate contemplation preceding an action, encompassing the proactive planning involved in forthcoming professional activities, particularly within the context of educational practice (Grushka et al., 2005; Killion & Todnem, 1991). This proactive form of reflection necessitates the integration of insights gleaned from both *reflection-in-action* and *reflection-on-action*. It mandates teachers to discern strengths and weaknesses, thereby assuming the proactive role of an agent of change in devising strategies for future actions.

In the seminal model proposed by Kolb (1984), effective learning is manifested when a person progresses through a cycle of four stages: (1) a concrete experience, followed by (2) observation of and reflection on that experience, leading to (3) the formation of abstract concepts and generalisations which are then (4) used to test a hypothesis in future situations, resulting in new experiences. Although Kolb's model remains influential in education and is widely cited in Asia, it has several limitations. Firstly, it does not clarify what is meant by concrete experiences (Bergsteiner et al., 2010), and secondly, it appears to overlook the social context of learning (Jarvis, 2012). Finally, the model does not sufficiently acknowledge the power of reflection on learning (Boud et al., 1985). Thus, to mitigate these weaknesses, it is vital that teacher educators support this

model with others so that teachers have a clear understanding of what reflective teaching entails.

Gibbs (1988) introduced a structured six-stage framework, offering a systematic approach to reflective practice. These six steps, along with examples of how to use guiding questions at each stage, are as follows:

1. *Description*, which involves identifying various details of the actual situation (What happened?)
2. *Feelings*, where a teacher reflects on thoughts and emotions about the situation (What do I think? How do I feel?)
3. *Evaluation*, which entails assessing the situation for strengths, weaknesses, and outcomes (What positive experiences did I have? What negative experiences occurred?)
4. *Analysis*, which requires analysing reasons and consequences related to the actions taken (How do I feel about these situations?)
5. *Conclusions*, which are aimed at generating detailed thoughts to understand the situation and make decisions (What can I do in these situations?)
6. *Action Plan*, which involves planning for future actions, considering various alternatives, and selecting the best option (What will I do if these situations occur again? If I need to plan my work, will I use the same plan or make changes?)

Whilst Gibbs' (1988) framework enjoys continuing popularity, it seems to be more suitable for novice teachers. As teachers progress in their careers, they tend to look for more complex frameworks in order to engage in more nuanced reflection on their practice. In this respect, Farrell's (2015) framework may prove particularly useful.

Farrell (2015) proposed a comprehensive framework for reflective teaching in which teachers are encouraged to reflect on five aspects: *philosophy, principles*

(i.e., beliefs, assumptions, and conceptions of teaching and learning), *theory*, *practice*, and *beyond practice* (i.e., considering broader societal and institutional factors). This holistic approach encourages teachers to integrate life experiences into their teaching philosophy, reflect on assumptions and beliefs, bridge theory with practice, and promote continuous improvement through real-time reflection and exploration of sociocultural dimensions.

More recently, Cirocki and Widodo (2019) introduced a four-component model for reflecting on teaching, comprising *reflection-before-lessons*, *reflection-during-lessons*, *reflection-after-lessons*, and *reflection-beyond-lessons*. Although it appears somewhat simplistic, it emerged from extensive work with teachers in diverse contexts and critical reflections on their professional lives. Because their lives revolve around lessons, each component of the model uses a lesson as an operative word to naturally link teachers' reflections to the lessons they plan, deliver, and evaluate as professional practitioners.

The first type, *reflection-before-lessons*, holds significant importance for teachers as it facilitates the envisioning and structuring of lessons, anticipation of challenges, and consideration of students' needs before the teaching-learning process occurs. Despite its critical role, this type is often overlooked in the literature, the predominant focus of which is on Schön's (1983) model which does not include pre-class reflection. Regarding *reflection-during-lessons*, this type of introspection encompasses the foundational "theories-in-use" guiding teachers' actions, along with teachers' adeptness in managing both the positive and negative surprises that arise during instruction. Cirocki and Farrell (2017) stress the importance of teachers possessing the ability to navigate such occurrences effectively during the teaching-learning process. *Reflection-after-lessons*, conversely, serves as a retrospective, summative framework. It aids teachers in recounting classroom observations, assessing their various roles during instruction, and justifying classroom decisions. This process enables teachers to discern potential adjustments for future instructional delivery. Lastly, *reflection-*

beyond-lessons presents a complex opportunity for teachers to explore the multifaceted interplay of “moral, political, and social issues” underpinning their pedagogical practice.

In short, Cirocki and Widodo’s (2019) model, underpinned by previous frameworks, offers a practical and teacher-friendly approach to reflective teaching. It provides a bridge between teachers’ classroom professional practice and their psychological competence, which brings focus to observations, interpretations, and evaluations of their own thoughts, emotions, feelings, and actions within the context of their professional work (Mercer & Kostoulas, 2018). Anecdotal evidence indicates that this model is gaining popularity in Asian contexts, including Thailand. Section 3 explains how it can be embedded in teacher education programmes.

2.3 Previous Research on Reflective Practice

Recent research on reflective practice in the TESOL context has explored various dimensions of the teaching-learning process and teacher engagement in and commitment to professional teaching. This section briefly synthesises this research and divides the studies into four categories: philosophy, principles, theory, and practice.

The first category of studies focuses on teachers’ philosophies of practice and explores teachers’ identities and their professional development. In brief, research has revealed that reflecting on teaching philosophies enables teachers to become more effective practitioners (e.g., Farrell, 2018). Studies in this cluster also enabled pre- and in-service teachers to observe how their professional identities informed their classroom practices. As a result, teachers acquired both awareness and knowledge of themselves as professionals. For instance, Peker et al. (2020) used the Foreign Language Teaching Assistant Programme in the USA to analyse the lived experiences of four foreign language teaching assistants. The results unveiled four factors that assisted them in shaping their professional identities

whilst working in the classroom: cross-cultural awareness, pedagogical shift, goals and expectations, and challenges.

In a different study, through a combination of semi-structured interviews, reflective journals, and Likert-scale questionnaires, Rodriguez Escobar (2023) examined the effect exerted by reflective practice on the development of professional identities among novice EFL teachers in Chile. The results revealed that their professional identities were moulded not just by personal experiences and behaviour, but also by their beliefs regarding the institutional culture, teaching-learning processes, education, and their own situation as individuals. However, their self-image was impacted by the fact they found it challenging to develop a distinct style as a professional whilst adjusting to an unfamiliar school culture. Nevertheless, through reflective practice, they were able to engage in self-scrutiny, which allowed them to recognise their abilities as novice teachers. This important insight indicates that reflective practice was an essential component of the development and evolution of their identities as professionals.

The second category of studies focuses on teachers' principles of practice, that is, their assumptions, beliefs, and conceptions of teaching and learning (e.g., Farrell, 2018). Research in this category suggests that teachers' conceptions of teaching are typically entrenched in their past experiences (Banegas, 2023). It also indicates that teachers' beliefs and classroom practices do not go hand in hand, as they are often influenced by contextual factors. For instance, in a qualitative study conducted in Colombia, Durán Narváez et al. (2013) explored the beliefs that pre-service teachers held regarding strategies for teaching English. The researchers scrutinised the genesis of these beliefs and the effect on teachers' reconstruction and development of two courses: Didactics and Teaching Practicum. Data were gathered using a combination of reflection journals, interviews, classroom observations, and teaching portfolios. The results suggested that the beliefs held by student-teachers regarding language teaching and learning

noticeably transformed as they progressed through the teacher education programme.

Saputra et al.'s (2020) qualitative study examined teachers' beliefs about teaching and learning English using interviews and classroom observations. Additionally, it aimed to identify whether teachers implemented such beliefs in their pedagogical practice. The findings revealed that two factors, teaching experiences and past learning experiences, significantly affected the way teachers perceived teaching. The outcomes of the study also suggested that the beliefs teachers held were moulded by their earlier experiences of learning. However, teachers' beliefs did not always relate clearly to their practices in the classroom. This was attributed to time constraints, factors relating specifically to students, and the obligations teachers were required to fulfil for the school.

The third category of studies examines teachers' official and unofficial theories of practice (e.g., Farrell, 2018). These theories combine teachers' own experiences with diverse classroom situations. Research suggests that reflecting on the theory of practice makes teachers realise that it is essential to design their lessons around students' needs and employ a range of instructional methods/approaches to cater for their unique differences and learning preferences (e.g., Farrell, 2018). For instance, Maaranen and Stenberg (2017) noted that by using reflection, teacher candidates converted their somewhat utopian practical theories and notions regarding teaching into concerns about more tangible and pragmatic issues, such as the behaviour of pupils and the environment in the classroom.

Sun and Zhang (2021), in turn, examined the beliefs of EFL teachers in China regarding the teaching of grammar. The results revealed that as a result of observing the behaviour of students and teaching grammar, the teachers altered their beliefs and modified their theory of how grammar should be taught. For

instance, the teachers postulated that a contextualised presentation of grammar was not as effective as teacher-whole-class grammar practice. Moreover, having applied professional theories regarding grammar teaching, such as communicative grammar instruction and discovery, the teachers then discarded them as they were found to be ineffective.

In the Indonesian context, Munir (2023) explored how English language teachers developed personal practical theories of teaching during the COVID-19 pandemic. This research revealed that 85% of the participating teachers admitted to developing practical theories. The most articulated personal practical theories included game- and collaboration-based instruction, mindfulness, and blended learning using WhatsApp groups.

The final category of studies centres on teachers' practice (e.g., Farrell, 2018). However, it is first important to clarify that previous research projects often combined teachers' reflections on theory and practice. These studies suggest that reflective practitioners are more effective teachers and more willing to bring change and innovate classroom teaching. Collaborative reflections on classroom instruction deepen teachers' pedagogical knowledge, thus enhancing their professional development.

For instance, in Türkiye, Karabuga (2021) examined how lesson study—a professional development initiative in which teachers collaborate in small teams to design, teach, observe, and refine lessons to achieve common educational objectives for students—illuminates the impact of social context and practitioner collaboration on teacher development. The study also explored how insights gained from this process alter teachers' perceptions of their instructional methods. The findings indicated that participation in lesson study enhances teachers' knowledge and pedagogical practices, thereby advancing their development as professionals and as teachers.

Shrestha et al. (2023) analysed Nepalese EFL teachers' perceptions of exploratory action research (EAR), the strategies these teachers adopted to

investigate issues arising in the classroom, and the ways in which they sought to enhance their pedagogical practices by participating for one year in an online EAR training course. An analysis of data gathered from teachers' written reports and interviews revealed that EAR was viewed by these teachers as an efficacious way to investigate difficulties and challenges in the classroom and then devise pragmatic solutions that were both context-sensitive and based on knowledge.

In conclusion, previous research on reflective practice offers valuable insights into its role in enhancing teacher professional development and teacher education programmes. By integrating reflective practice into such programmes and providing tailored support, teachers can foster self-awareness, improve the effectiveness of their teaching, navigate the complexities of teaching, and learn how to research their own classrooms.

2.4 Benefits of Reflective Teaching

Reflective practice has become a cornerstone in ELT due to its transformative impact on the teaching-learning process, as well as on teachers' professional learning and development. This section lists the most substantial benefits of reflective teaching, which have emerged from extensive research on reflective practice in the field of TESOL. Reflective practice enables teachers to:

- connect theory, research, and practice in their teaching;
- engage in critical evaluations of the teaching-learning process;
- examine their curricular choices and decisions;
- introduce positive changes to their educational practices;
- engage in classroom-based research;
- convert ideas and past experiences into implementable knowledge and actions;
- analyse the implications of complex factors (e.g., environmental, emotional, social, physical) to better understand and improve the teaching-learning process;

- enrich their professional competence;
- enhance their insight and self-awareness and develop a more refined understanding of other people;
- develop their skills in autonomous learning, creative teaching, and educational leadership;
- improve the quality of support they provide to students in their classrooms and colleagues in their schools;
- nurture the knowledge, skills, and strategies required to ensure students develop and progress at an optimal level and that their schools function effectively;
- engage in deep professional learning and development;
- develop a critical understanding of their own practice;
- acquire the personal qualities that will enable them to thrive (e.g., emotional intelligence, confidence); and
- comprehend and learn from the pressures placed upon them, reformulating these as opportunities and challenges to be embraced.

As these suggest, through critical and ongoing reflection, teachers create new knowledge, understandings, and actions from their prior learning and teaching experiences and learn to respond to the prevailing social, political, cultural, or professional ways of acting to make their pedagogical practice more innovative, productive, creative, and sustainable. It is therefore vital that reflective practice be embedded in teacher education programmes to fully prepare teachers for their future jobs.

3. Undergraduate Teacher Education Programmes in ELT in Thailand

In the Thai context, reflection holds a significant place, often intertwined with religious and contemplative practices (Burford et al., 2018). Rooted in Buddhism, contemplation and introspection are deeply ingrained in Thai culture, reflecting a tradition of mindfulness and self-awareness (Wongkitrungrueng &

Juntongjin, 2022). However, the translation of reflection into education and classroom practice is not always straightforward, hence the current article and the set of practical activities listed in Section 4. Critical reflection, which involves questioning and challenging assumptions, may be at odds with cultural norms in Thailand, such as *saving face* and *avoiding conflict* (Srihong & Chaturongkul, 2018), presenting a unique challenge for teachers and teacher educators. The former refers to a person's reputation, dignity, and honour. It can be defined as an individual's compelling desire to maintain their status or dignity and avoid being humiliated, particularly when, as is often the case in educational settings, regrettable incidents occur. The latter relates to Thais' seeking to avoid conflict to preserve face. Because modesty is a central component of Thai culture, it can be challenging for Thai people to give vent to negative feelings as these are frequently viewed as exhibiting disrespect for authority and an indicator of weakness – which may cause problems when they need to assimilate assessments, judgements, and reflections that are critical in nature.

Because this article focuses on the Thai context, this section provides an overview of undergraduate English teacher education in Thailand. Examination of the undergraduate English teacher education curriculum in the country illuminates the intricate context shaping the preparation and professional development of educators. The status of teaching as a regulated profession, requiring licensure from the Teachers' Council of Thailand, underscores the meticulous trajectory mandated for those aspiring to instruct at the basic education level (Prabjandee, 2020; Rupavijetra & Rupavijetra, 2022; Vibulphol, 2015). Such a path necessitates the completion of either a comprehensive four-year bachelor of education programme or a condensed 1.5-year graduate teaching licence course from an accredited teacher education institution.

The structured programme (Table 1), comprising a meticulously calibrated 149-credit curriculum, entails a robust combination of (1) theoretical coursework,

(2) practical application, and (3) pedagogical engagement. Notably, the orchestration of this educational journey is intricately guided by the benchmarks of the Thailand Qualifications Framework and the Teachers' Council of Thailand Program Accreditation Standards, dictating the contours of learner competences, knowledge domains, teaching practicum requirements, and faculty credentials (Vibulphol, 2015; Watson et al., 2018). While there exists a degree of institutional autonomy within the policy framework, the prevalent adherence to standardised practices, characterised by strict compliance with prescribed guidelines, invites critical examination of the flexibility and innovative capacity within educational contexts in Thailand.

Table 1

An Overview of a Four-Year Teacher Education Programme at Public Universities

Academic Year 1
<ul style="list-style-type: none"> • <i>Foundation courses</i> • <i>General Education (GE) courses</i> • <i>Classroom observations</i>
Academic Year 2
<ul style="list-style-type: none"> • <i>Teaching profession related courses</i> • <i>Major-related courses (content)</i> • <i>Classroom observations</i>
Academic Year 3
<ul style="list-style-type: none"> • <i>Major-related courses (pedagogical)</i> • <i>Practice-related courses</i> • <i>Classroom observations</i>
Academic Year 4
<ul style="list-style-type: none"> • <i>Teaching practicum</i>

This curriculum structure, comprising a sequence of (1) general education and (2) pedagogical, (3) major, and (4) elective courses, reinforces a transmission model of teacher education, signifying a linear progression from the acquisition of

theoretical knowledge to practical application. The observation that field-based experiences in the first three years of teacher education programmes in Thailand remain somewhat simplistic and non-participative highlights a potential gap between theoretical training and the practical demands of the contemporary educational context. This underscores the necessity of critically re-evaluating prevailing educational paradigms to ensure the integration of real-world experiences and dynamic pedagogical approaches earlier in teacher education programmes. Such integration would allow sufficient time to adequately prepare pre-service teachers for their careers in 21st-century schools.

Despite exposure to pedagogical theories, novice teachers frequently perceive a disconnect between these theoretical constructs and their practical application in classroom settings (Call et al., 2021). The intricate nature of pedagogical terminology exacerbates this disparity, making it challenging for novice teachers to establish coherent connections and grasp the practical implications of these theoretical foundations (Priniski et al., 2018). Notably, this struggle to bridge the gap between theoretical knowledge acquired during teacher training and its implementation in real-world classroom scenarios persists even beyond the formal training phase, extending into practical teaching sessions and on-the-job training experiences (Imsa-ard & Jimarkon, 2024). This evident discrepancy has prompted a critical evaluation of the existing methodologies, questioning their effectiveness in bridging this gap.

In response to this challenge, reflective practice has emerged as a pivotal mechanism within teacher education in recent years, serving as a catalyst for professional development and fostering an enriched learning environment for both educators and students. Efforts to integrate reflective teaching into the Thai undergraduate teacher education curriculum have been attempted but not fully successful. One contributing factor is the absence of a standardised and universally accepted framework for the practical implementation of reflective

practice. The following section proposes strategies for integrating reflective practice into English Language Teaching (ELT) teacher education programmes to foster the transformation of pre-service teachers into effective reflective practitioners.

4. Integrating Reflective Practice into the Curriculum: A Proposal for Thai Universities

This section proposes a set of reflective activities for Thai teacher educators that will encourage them to integrate reflective practice into their undergraduate curricula in ELT. These activities also seek to stimulate teacher educators to design their own activities to promote critical reflection among pre-service teachers. The activities proposed below align with Cirocki and Widodo's (2019) model, introduced in Section 2.2. Because this proposal is prepared with pre-service teachers in mind, this model seems optimal due to its simplicity and teacher-friendliness. Pre-service teachers can easily identify with it and seamlessly integrate it into their developing professional identity.

REFLECTION-BEFORE-LESSONS

Activity 1

Look at your lesson plan for tomorrow's class. Reflect on the lead-in stage. Is it engaging? Is it likely to catch your students' attention? Do you need any realia/materials/props? Does it smoothly lead to other stages of the lesson?

Activity 2

Look at your lesson plan for tomorrow's class. Reflect on the lesson aims. Are they **SMART**?

1. **Specific** – they clarify what will be done in the classroom and who will do it.
2. **Measurable** – they clarify how the planned activities/actions will be measured to determine progress.
3. **Achievable** – they are realistic.

4. **Relevant** – they make sense and fit the lesson’s purpose.
5. **Time-bound** – they have a clear timeline for completion.

Activity 3

Look at your lesson plan for tomorrow’s class. Reflect on the planned activities regarding the types of interaction you wish to promote. Prepare a seating arrangement chart for the entire lesson and attach it to your lesson plan. Justify your choices. Do you envisage any challenges?

Activity 4

Look at your lesson plan for tomorrow’s class. Reflect on the grammar structure you wish to introduce.

1. Is your language analysis clear?
2. Does it focus on form, meaning, and function?
3. Have you prepared clear concept check questions to assess students’ understanding of the new item?

REFLECTION-DURING-LESSONS

Activity 1

Imagine you are teaching a speaking class today. The class is a little noisy because all the students are working in groups and completing communicative tasks. At some point, a maths teacher knocks at your door and asks for silence. Thinking on your feet, answer the following questions:

What would you do? How would you handle the situation? What would you say to the maths teacher? What would you say to your students?

Activity 2

Imagine two students disagreeing in your class. One of them hits the other on the head with their coursebook. Thinking on your feet, answer the following questions: How

would you respond to this incident? What would you say to these two students? What would you say to the rest of the class?

Activity 3

Imagine you are asking your students to work in pairs to act out a role play. However, one pair of students refuses to work with each other. Thinking on your feet, answer the following questions: How would you solve the problem? What would you say to the students? What would you say to the rest of the class?

Activity 4

Imagine you are returning reading comprehension tests to your students. One of them answered all the questions incorrectly and failed the test. They feel upset and begin to cry. The whole class is distressed. Thinking on your feet, answer the following questions: How would you respond to this incident? What would you say to the student? What would you say to the rest of the class?

REFLECTION-AFTER-LESSONS

Activity 1

Reflect on the listening activity you taught today and answer the following questions:

1. How did you make the purpose of the activity clear to your students?
2. How did you create the context for the activity?
3. To what extent did you reduce your learners' listening anxiety?

Activity 2

Reflect on the speaking class you taught today and complete the table below. Explain what/who contributed to its success and what could be improved next time.

The teacher	
The learners	
The atmosphere	

The activities	
Areas for improvement?	

Activity 3

Using the prompts below, reflect on what body language you used in today's class.

Body Language	Reasons	Helpful? Confusing?	Advice for Future Lessons
Eye contact			
Facial expressions			
Fingers			
Arms			
Other			

Activity 4

Reflect on how you dealt with spoken errors in today's class. Answer the following questions:

1. How happy are you with your error correction today?
2. What types of errors did you correct? Can you categorise them?
3. Can you think of the causes of these errors?
4. Why did you decide to correct these errors?
5. Were there errors made that you thought should have been corrected? Why did you not correct them?

REFLECTION-BEYOND-LESSONS

Activity 1

Reflect on the classes you taught in a specific grade this week. Explain how your lesson objectives reflected the current curricular goals. Is there a clear link between your syllabus and the curriculum? Do you think you could make this link stronger?

Activity 2

Reflect on your teaching in one specific grade this semester. Explain how you helped prepare your students for real-life situations outside school walls. Was your teaching aligned with your school's vision and mission?

Activity 3

Reflect on your teaching in one specific grade this semester. Explain how you connected your teaching to the community around the school. How did you create a sense of belonging among your students? How did you celebrate diversity?

Activity 4

Reflect on your teaching. Explain how it is connected to school and national policies. Clarify why this connection is essential.

By integrating Cirocki and Widodo's (2019) model and the set of activities proposed above, Thai pre-service teachers can be guided to develop a more comprehensive understanding of their teaching practice and establish meaningful connections between diverse stages of the instructional process and their broader education-oriented experiences inside and outside schools. Moreover, applying this reflective model in the Thai context is likely to guide pre-service teachers in bridging the gap between their theoretical knowledge and their pedagogical practice. By encouraging them to engage in reflective practice from lesson planning through lesson delivery and evaluation to the broader sociocultural context outside the classroom, the proposed model will empower Thai pre-service teachers to cultivate a more adaptive and responsive teaching methodology,

ultimately enhancing the quality of language instruction and promoting a more effective and engaging learning experience for students.

5. Conclusion

The purpose of this article has been to discuss the concept of reflective teaching with a view to embedding it in undergraduate teacher education programmes in ELT. To that end, it defined the concept in question and discussed its benefits. Empirical evidence for reflective teaching in the TESOL context was also provided. Although this contribution has been prepared with the Thai context in mind, we are confident that it also applies to numerous other Asian contexts in the Global South, including Indonesia, Vietnam, and Myanmar. It is anticipated that the practical activities proposed in this article will encourage teacher educators to integrate them into their language teacher education programmes, engaging them in creating useful and sustainable materials that promote different types of reflection among pre-service teachers, thereby preparing them to be reflective practitioners.

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