



A study on reflective practice as a tool for professional development by EFL pre-service teachers at Hue University of Foreign Languages and International Studies

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ABSTRACT

This research aimed to investigate reflective practice as a tool for EFL pre-service teachers' professional development (PD) at Hue University of Foreign Languages and International Studies (HUFLIS). The participants were 100 third- and fourth-year students from the research site. The data were collected by means of a questionnaire and an interview. The findings reveal that the majority of the students were well aware of the reflective practice as an effective tool for professional development. They also held high awareness of how they carried out reflection and evaluation towards reflective practice. From the findings and the limitations of the study, implications and suggestions for helping EFL pre-service teachers to carry out reflective practice for PD more successfully were put forward.

1. INTRODUCTION

Reflective practice is considered an effective tool not only for in-service English teachers but also for pre-service ones in their professional development. Reflective practice is “a compass of sorts to guide teachers when they may be seeking direction as to what they are doing in the classrooms” (Farrell, 2012, p. 15). In other words, it is the teacher’s opportunity to contemplate what they have done in their teaching in order to find the solutions to the problems that may appear in the classrooms.

English teacher professional development in the context of Vietnam is often cited as a key lever for moving education off dead center toward a better future; the professional development of pre-service English teachers has its own challenges. First of all, the major challenge is that EFL pre-service teachers are out of an English language environment when they study with Vietnamese lecturers and classmates. Consequently, they do not have the opportunity to be acquainted with the methodological trends in language education in the English-speaking settings. Secondly, EFL pre-service teachers will have to face an overwhelming number of unfamiliar issues, such as classroom management, instruction, curriculum, school culture and operations with other teachers when they start working in a new school environment. As a result, they may face difficulties choosing suitable tools in language education area that can help them meet the requirements of the workload at school. Although abundant research has documented the reflective practices of EFL in-service teachers, too little has been done to recognize and meet their needs of lifelong professional development.

2. LITERATURE REVIEW

2.1. Professional development for EFL teachers

Professional development is a process that starts with the pre-service period and continues with the start of

teaching and with the in-service teaching period. Successful teachers are individuals who should have lifelong learning and refine their skills throughout their development and who learn and apply new methods (Caliskan, et al., 2017). Professional development is a formal process in which teachers are supposed to take part in career-related conferences, seminars, or workshops; collaborative learning among members of a work team; or a course at a college or university. However, it can also occur in informal contexts such as discussions among work colleagues, independent reading and research, and observations of a colleague's work. In other words, professional development can take a variety of shapes ranging from formal to informal processes.

Through professional development, teachers learn new teaching techniques and methodology based on emerging research, as well as strategies for implementation. Moreover, professional development can provide them with general skills, such as interpersonal communication, or corollary subject areas, such as child psychology. There has been an increasingly urgent, perceived need for more professional development opportunities, along with assurance that the programs are high-quality and effective. Guskey (2000) argued, "Never before in the history of education has greater importance been attached to the professional development of educators" (p. 3). Despite the recognition of its importance of professional development, most professional development opportunities remain fragmented, poorly aligned with curricula and inadequate to meet teachers' needs (Borko, 2004). Many professional development programs do not take into account effective teaching and how teachers could better learn and implement such practices (Ball & Cohen, 1999). In addition, many teachers are not prepared to implement teaching practices based on such standards (Cohen, 1990). This is why there is now more than ever the need to support and guide teachers to respond effectively to the growing demands of raising student learning standards by developing effective professional development programs that can promote change in classroom practices (Ball & Cohen, 1999).

2.2. Reflective practice as a tool for EFL pre-service teachers' professional development

Most experts share the main points about reflective practice as a tool for pre-service teachers' professional development. John Dewey (1993, as cited in Farrell, 2012, p. 9) sees reflection as "an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that supports it and the conclusion to which it tends". Schön (1983; 1987) defines reflective practice at its best as an experience that involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline.

Although there have been arguments that reflection is essentially an individual process (Schön, 1987) and reflection is considered to be a social process (Heather & Amy, 2012; Osterman & Kotkamp, 2004), it is agreed to divide reflection into three types: reflection-in-action, reflection-on-action and reflection-for-action. Reflective practice is carried out through various tools by EFL pre-service teachers can employ to reflect on their microteaching including reflective journals, teaching/learning portfolios, video recording, action research, observation, group study and workshop. They are means for sparking, facilitating and sustaining reflection at various levels and stages of professional development.

2.3. Related studies

Regarding the importance of reflective practice in the quality of teacher professional development, studies on reflective practice as a tool for EFL pre-service teachers' professional development have been done domestically and globally. Fox et al. (2011) carried out a study at two local schools with the participation of twenty-one in-service teachers and two principals at the University of North Carolina, where sixty-eight pre-service teachers volunteered to participate the survey. The purpose of this study was to encourage pre-service teachers to think critically and deeply about their teaching experiences. The results from this study suggest that pre-service teachers can benefit from a more explicitly defined framework for reflective practice. One way to achieve this would be for instructors to use Schön's definition of reflection as a three-part model: in, on, and for practice, with reflection in and on practice having implications for future practice. Another model for reflective practice could occur between the in-service and pre-service teachers, with increased conversations and sharing of products that show how reflection informs future practice.

In addition, several studies focus on a number of approaches that have been advocated to promote reflective practice. Lee (2007) explores how journals can be used to encourage reflection among pre-service teachers from two Hong Kong universities. In his study, one group of pre-service teachers wrote dialogue journals and the other group wrote response journals throughout two semesters on two separate ELT methodology courses. The findings show that two different kinds of journals have tremendous value in nurturing reflective thinking of pre-service teachers. They provide opportunities for pre-service teachers to engage in reflective thinking, and all of them found the experience of journal writing beneficial. The article also recommended how teacher educators can use journals effectively as a tool for promoting reflection in pre-service teacher preparation.

Another approach that was investigated by Rhine and Bryant (2007) was the use of web-based dialogue and digital videotape as tools to facilitate the development of reflective practice. The case study aims to address two issues: the need for dialogue between university supervisors and pre-service teachers during field experience and the need for tools to facilitate the development of reflective practice. After using online discussion and the use of video for teaching, the authors believe that the use of digital video in web-based discussion is an effective way to remain connected to pre-service teachers while they are in the school's full-time, facilitate professional dialogue and collaboration among teacher students, and provide a means for them to learn how to reflect-in-action.

One Internet-based tool of reflective practice that attracted the attention of Oakley et al. (2014) was e-portfolio. In this study, the authors discuss the introduction of Wi-Fi-based e-portfolios into a master of teaching program at an Australian university. They first described how the e-portfolios were perceived and used by pre-service teachers in the first year of their implementation, and indicated the challenges and limitations encountered. The findings of this research project have confirmed and extended what is known about the use of e-portfolios in initial teacher education, especially with respect to pre-service teachers' development as reflective practitioners.

In the context of Vietnam, while investigating connections between learning and teaching through EFL teachers' reflective practice from six Vietnamese English as a Foreign Language (EFL) teachers' reflections on their experiences of English language learning during the early 1980s to the late 1990s, Chinh (2017) considers that reflective practice mainly involves looking back, that is, teachers review their teaching, and that reflective practice has been realized through journals and portfolios written by teachers: being reflective means that teachers are involved in developing reflective writing. By analyzing the data that was collected in narrative interviews with the participating teachers, his study revealed a wide range of issues that arose during their EFL learning, central to which was the prevalence of grammar-focused practices in all EFL classes. Based on the findings, the study suggests that language teachers' experience of language learning should be considered part of reflective teaching as well as of teachers' trajectories of learning to teach.

Meanwhile, the research of Nguyen et al. (2015) addressed basic issues related to reflection, including the definition of reflection, the impacts of reflection on teachers' professional development and lessons for teacher education in Vietnam. Their ultimate goals are to support educational managers and stakeholders of teacher education in mastering the core values of reflection. From the findings of the research, the authors came to the conclusion that reflection helps EFL teachers bridge the gap between theory and practice, create opportunities for them to look at the problem from many perspectives, look back at what they have made and bring the changes for the next lesson.

From the studies mentioned above, there have been few studies focusing on EFL pre-service teachers' perceptions of reflective practice for their professional development so far and there has been no study concerning the subject of pre-service EFL teachers' professional development. This is the gap that the present study aims to fill with the goals of finding out issues related to reflective practice as a tool for professional development. With these aims, the current study was set out to answer two research questions:

1. What are EFL pre-service teachers' perceptions of reflective practice for their professional development?
2. How do EFL pre-service teachers implement reflective practice for their professional development?

3. RESEARCH METHODOLOGY

The research used a combination of qualitative and quantitative approaches that involved posing research questions to identify the data, determine which data to collect, and analyze the results (Creswell & Creswell, 2017). In this study, the data were collected by means of two primary research instruments: questionnaires and informal interviews with the participation of 100 third-year and senior students from English Pedagogy Sector of the English department, HUFLIS.

The questionnaire is divided into two clusters. Cluster one focuses on the pre-service EFL teachers' perceptions of reflective practice as a tool for their professional development with 14 items asking their perceptions and common beliefs about reflective practice, the reasons why the EFL pre-service teachers should reflect on their teaching, and the benefits the EFL pre-service teachers gain from reflective practice. Cluster two delves into the methods pre-service teachers perform their reflection with 15 items, focusing on the areas of teaching that the EFL pre-service teachers reflect on, types of reflective practice that they conduct, and the common activities of reflective practice the EFL pre-service teachers use for their professional development. The questionnaire was written in English and was based on a five-point scale where each rating has a weight attached to it: strongly disagree (1), disagree (2), somewhat agree (3), agree (4) and strongly agree (5) for

cluster one and never (1), rarely (2), sometimes (3), usually (4) and always (5) for cluster two.

The interviews, including 14 questions, were conducted at HUFL with twenty EFL pre-service teachers who have just finished the questionnaires to collect qualitative data to supplement data from the questionnaire.

Data from the questionnaire was analyzed using the SPSS package for descriptive statistics, whereas the interview transcripts were translated into English and coded with themes related to the research questions.

4. FINDINGS

All of the quantitative and qualitative data of the research are discussed in detail with reference to the literature to find the answers to the research questions and compared with previous studies. The data collected from 100 questionnaires were tabulated for the Cronbach's Alpha, which reached .934 indicating that the questionnaire in the current study was reliable for data collection.

4.1. EFL pre-service teachers' beliefs of reflective practice

The mean scores of statements 1 and 2 ($M_1 = 4.13$, $M_2 = 4.14$) and the interview results indicate that most of the EFL pre-service teachers at HUCFL have fully recognized that PD is a longlife activity and it is necessary for their teaching practice. Specifically, most of the EFL pre-service teachers had a basic idea of what reflective practice is. 92 percent of the participants agree that *"reflective practice is a useful tool for EFL pre-service teachers to prepare for their teaching career."*

Pollard et al. (2014) stated that a very important aim of reflective practice is knowing one's self, and that teachers have both weaknesses and strengths, and classroom life tends to reveal these fairly quickly. In the current study, the aims of reflection are shown in table 1 below.

Table 1. EFL pre-service teachers' perceptions towards the aims of reflective practice

Statement	Min	Max	Mean	Std. Deviation
Reflective practice raises EFL pre-service teachers' awareness of their teaching practice.	1	5	4.13	.73382
Reflective practice aims at enhancing EFL pre-service teachers' teaching skills	1	5	4.12	.72864

Table 1 shows that the two statements have the mean values of 4.13 and 4.12 respectively. It means that the participants agree or strongly agree with the author on the aims of reflective practice, such as raising awareness of their teaching practice and enhancing EFL pre-service teachers' teaching skills.

In addition, the results from the questionnaires and interviews clearly show their positive attitude towards reflective practice; actually, they really get benefits from doing reflection. The nine main benefits of reflective practice were listed in the table.

As presented in table 2, it can be seen that the mean scores range from 3.83 to 4.14. According to Oxford and Burry-Stock (1995) scales, this value is a high mean score in comparison with 5. This shows there is no significant difference between the mean score of EFL pre-service teachers concerning the benefits of reflective practice. Besides, standard deviation values, which run from .70918 to .87594, consolidate that the respondents' points of views are almost the same.

In addition to the interesting information from the questionnaire results, the transcription of the interviews shows some other benefits of reflective practice. Of all responses, EFL pre-service teachers put emphasis on the benefits that help teachers find better strategies and solutions for the classroom. In addition, reflective practice brings opportunities to analyze the classroom situation or knowledge transfer by recalling past experiences in order to appreciate teachers' achievements as well as to improve their teaching activities. Teacher A mentioned, *"by reflection, teachers can look back aspects of teachers themselves, of students and of the teaching contexts from which many lessons can be drawn to get better prepared for the next lessons"*. Teacher B said, *"reflective practice helps me gain more patience and carefulness for better teaching"*. *"Reflective practice helps to orient future lessons. Thereby, it helps to bring useful lessons for students"*, said teacher C.

Some other EFL pre-service teachers think of the benefits that reflective practice brings for students. One EFL pre-service teacher said, *"Reflection helps me know what my students like and dislike so that I can change the lessons to suit the students"*. Another teacher said *"in my opinion, reflection helps me orient for the next lessons. Thereby bringing useful lessons for students"*. Additionally, reflection helps to give EFL pre-service teachers insights into students' backgrounds, their strengths and weaknesses. *"I feel more confident about my teaching because I understand my students' background, their level of English proficiency or their learning needs."*, said a pre-service teacher. Therefore, teachers can implement a variety of activities for reflection and

adapt equivalent tools to help their students get the most achievements in their language learning in different teaching contexts.

Overall, the findings from the questionnaires and interviews reveal that the respondents are fully aware of the reflective practice as an effective tool for professional development including its definition, aims and benefits.

Table 2. Perceived benefits of reflective practice

Statement	Min	Max	Mean	SD
Reflective practice helps EFL pre-service teachers be well-prepared to deal with unexpected teaching situations.	1.00	5.00	4.02	.84063
Reflective practice helps EFL pre-service teachers gain more teaching experience and deal with the present micro teaching situation.	1.00	5.00	3.98	.87594
Reflective practice helps EFL pre-service teachers choose the best way to deliver a lesson.	1.00	5.00	4.02	.75183
Reflective practice helps EFL pre-service teachers feel more confident in their teaching practice.	2.00	5.00	4.03	.75819
Reflective practice helps EFL pre-service teachers be more creative in teaching.	1.00	5.00	3.98	.87594
Reflective practice provides pre-service teachers with emotional and professional support from colleagues.	2.00	5.00	3.97	.78438
Reflective practice enhances pre-service teachers' autonomy and intrinsic motivation.	2.00	5.00	3.83	.72551
Reflective practice brings EFL pre-service teachers a better understanding of their context-specific pedagogy.	2.00	5.00	4.11	.70918
Reflective practice fosters new and improved teaching practices.	2.00	5.00	4.14	.77876

4.2. How EFL pre-service teachers implemented reflective practice for their professional development

This section presents types of reflective practice, the areas of teaching that the EFL preservice teachers reflect on and some common activities used for reflection.

Types of reflective practice in language teaching

Table 3 below shows the results of participants' responses on an insight into different types of reflective practice.

Table 3. Types of reflective practice

Statement	Min	Max	Mean	SD
I can quickly think about teaching problems happening in my micro teaching.	2.00	5.00	4.05	.79614
I notice students' attitudes during the teaching process.	1.00	5.00	3.99	.85865
I try to understand my purposes, intentions, and feeling in any teaching taking place in class.	2.00	5.00	4.03	.75819
I try to make judgments for my own teaching problems in the lesson.	1.00	5.00	3.86	.92135

According to the data analysis in Table 3, the mean scores of these statements range between 3.86 and 4.05. In addition, the figures of standard deviation values are smaller than 1. Therefore, the results support the conclusion that participants' level of agreement on types of reflective practice in the study is high.

Specifically, the mean score is 4.03 for the statement "I try to understand my purposes, intentions, and feelings in any teaching taking place in class". This means that the respondents basically shared the same viewpoint on reflection-for-action, as a pivotal contributor to reflective practice. Another type of reflective practice mentioned in the questionnaire was reflection-in-action, which describes interaction with a "live" problem as it unfolds (Schön, 1983). With the mean scores of 4.05 and 3.99 for statements "I can quickly think about teaching problems happening in my microteaching" and "I notice students' attitudes during the teaching process", it can be implied that reflection-in-action helps EFL pre-service teachers figure out the weaknesses or provides alternatives to unexpected problems at hand. Lastly, reflection-on-action, which involves reflecting on how practice can be developed following previous lessons completed, is expressed through the statement "I try to make judgments for my own teaching problems in the lesson." The item got the mean score of 3.86 so that it can be concluded that the EFL pre-service teachers virtually evaluate the situation and make an

immediate decision on it (Van Manen, 1991).

The respondents of the interviews mentioned two main types of reflection, which are reflection-on-action and reflection-for-action. By understanding that reflection-on-action is a reflection activity conducted after teaching, all of the interviewees frequently carried out this kind of reflection. *“I think every teacher, more or less, has reflected on their teaching. To me, I usually reflect on every lesson.* (Teacher B) or *“After teaching, I always do reflection”* (Teacher H). They used a variety of ways to reflect on the lesson, such as jotting down the pros and cons, listening to comments from colleagues and supervisors, keeping teaching journals or using evaluation sheets. As a result, they find it easy to find out solutions for the problems that appeared in the previous lessons.

Moreover, EFL pre-service teachers seemed to focus on reflection-for-action. They spent time recalling their experiences, reflecting on them and planning the lesson before class.

“I usually reflect before class to plan for new lessons. I try to spare time planning my lesson well before class” (Teacher A)

“Normally, I reflect on my teaching before class so that I can plan for new lessons. I can predict unexpected problems that may accidentally happen in my class”. (Teacher E)

Meanwhile, most of the EFL pre-service teachers said that they never or seldom did reflection-in-action. Although they consider that reflection-in-action is a good way to adjust the lesson during the process of teaching, they feel so nervous or even scared that they cannot pay attention to both teaching and reflection at the same time.

“I’ve never done reflection-in-action because it’s too difficult for me”. (Teacher C)

“I only focus on the procedures of my micro teaching. I think it is so stressful for me to practice teaching in front of many people. I do not actually reflect what I am teaching. I just follow the activities that I have prepared.” (Teacher D)

The areas of teaching that the EFL pre-service teachers reflect on

To find out the aspects of teaching that the EFL pre-service teachers reflect on, questionnaires from student teachers were collected and the result is presented in table 4 below:

Table 4. The areas of teaching that the EFL pre-service teachers reflect on

Statement	Min	Max	Mean	SD
I pay attention to classroom management when reflecting on the lesson.	2.00	5.00	3.84	.84948
I reflect on students’ knowledge and English fluency.	2.00	5.00	3.84	.81303
I analyze the teaching activities and techniques based on the objectives of the lessons to make some changes in my teaching in the future.	2.00	5.00	4.04	.73745

The EFL pre-service teachers reflected on three areas related to their pedagogical experience during the student teaching: classroom management, knowledge and proficiency, and teaching activities and techniques. The first dimension of reflective practice was mentioned by statement “I pay attention to classroom management when reflecting on the lesson”. The Mean = 3.84 means that EFL pre-service teachers *usually* consider classroom management; meanwhile Standard Deviation = .8498 means that almost all respondents share the same idea. The second area of teaching was knowledge and proficiency as mentioned in item “I reflect on students’ knowledge and English fluency.” The mean score clearly states that EFL pre-service teachers *usually* reflect on students’ knowledge and proficiency of English. With the aspect of teaching activities and techniques, the item “I analyze the teaching activities and techniques based on the objectives of the lessons to make some changes in my teaching in the future” achieved a similar high mean score of 4.04.

In order to succeed in having an excellent class, all of the EFL pre-service teachers who were interviewed considered that they had to recognize their students’ background and classroom conditions beforehand. They also suggested different ways of collecting information from their students such as questionnaires, surveys, interviewing or researching students’ profiles. *“With the mindset of a teacher-to-be, I think that learning about students’ family background is indispensable in future teaching. Through forms, I will create questions on paper and have the children do. Therefore, I will know their interests, circumstances as well as their academic ability so that I can take care of each student’s own learning.”*, said Teacher F. *“For me, it is better to pay attention to students’ conditions through homeroom teacher, students’ transcripts, or students’ profiles”*, Teacher C said.

EFL pre-service teachers paid much attention to the following aspects of their microteaching. Surprisingly, the respondents voiced great ideas on this part of the research besides the ones provided in the questionnaires.

Teacher B appended *“I often see if the lesson goal that I set has been achieved after completing that lesson. The class management will help to see if the students are actively participating in the activities, and whether it is suitable for their abilities or not”*. Teacher G paid much attention to emotions, she stated *“In my opinion, I often care about my own emotions and my students’ emotions, too. I want to wonder if I am comfortable to deliver the lesson and if the students are really interested in my lesson.”*

Together, the participants not only shared the similar points about aspects of the language teaching but also adjoined some other areas to reflect on such as students’ backgrounds, lesson goals, teachers’ and students’ emotions.

4.3. Discussion and implications

The first research question of this study was about investigating EFL pre-service teachers’ perceptions of reflective practice for their professional development. The findings reviewed that virtually all the EFL pre-service teachers understood the concepts of reflective practice and expressed them in different ways. The results show that pre-service teachers’ perceptions about reflective practice are positive. This finding reiterates what Farrell (2012) has pointed out that reflective practice is “a compass of sorts to guide teachers when they may be seeking direction as to what they are doing in the classrooms” p. 15). The pre-service teachers in the current study believed that reflective practice would be helpful during their teaching practice at school. Most of them were fully aware of the benefits of reflective practice such as raising awareness of teaching procedure, getting well-prepared for their micro teaching or unexpected situations in the classroom, gaining more teaching experiences, or fostering new and improved teaching practices. Therefore, EFL pre-service teachers believe that it is necessary for them to master reflective practice as a key to professional development.

In addition to the professional-related benefits, reflective practice also affected EFL pre-service teachers’ psychology, increasing their creativity and confidence and enhancing their autonomy and intrinsic motivation. As EFL pre-service teachers considered themselves to be inexperienced, they are still lack of skills to be competent. This is supported by Nurfaidah (2016) who finds that pre-service teachers have limited experiences in teaching so that reflective practice is a good way to help them completely involved in their teaching practice as well as their professional development.

In other words, most of the EFL pre-service teachers in the study showed their perceived understandings of reflective practice and their appreciation towards its significance. This finding is in accordance with the literature review raised in the literature of the study.

The second research question of this study was to explore EFL pre-service teachers’ implementation of reflective practice for their professional development. The current study finds that although there are all three types of reflection (in-, on-, and for-action), the pre-service teachers are only acquainted with the two ones: reflection-on-action and reflection-for-action. In detail, some activities (teaching/ learning portfolios, journals or observation) were often exercised, but some pre-service teachers “rarely” or “never” carried out these activities. This finding is supported by the interview data. Only a few of pre-service teachers applied a variety of activities to reflect their microteaching. They were blamed for their lack of time or experience, but actually they were not motivated to apply different activities for reflection.

Furthermore, this finding is surely in line with those results found in many previous studies. Firstly, reflective journals are considered the most common tools of reflection. In his research, Lee (2007) explored how journals can be used to encourage reflection among pre-service teachers from two Hong Kong universities. Besides, the EFL pre-service teachers try their best to take advantage of modern electronic devices. They tend to use technological tools like audio or video recordings. Meanwhile, Rhine and Bryant (2007) mentioned web-based dialogue and digital videotape as tools to facilitate the development of reflective practice in their study. Oakley et al. (2014) wrote about e-portfolios as an Internet-based tool of reflective practice. These tools help EFL pre-service teachers to boost their critical thinking, monitor, and evaluate teaching and learning practices. In short, even though the researcher has explained what reflective practice entails and presented a number of useful reflective activities pre-service teachers use when engaging in reflective practice, some tools are preferred to others.

5. CONCLUSION

The current study revisited the issue of reflective practice by pre-service EFL teachers, focusing on their perceptions of reflective practice as a tool for professional development. The results indicate that most of them are fully aware of the issues related to reflective practice. Ideas from all of the participants show that EFL pre-service teachers are also aware of the necessity of reflective practice for their professional development as well as the aims, benefits and procedures of reflective practice. With regard to the question on EFL pre-service

teachers' implementation of reflective practice, the findings from the questionnaires revealed that though there are three types of reflection (reflection-on-action, reflection-in-action and reflection-for-action), pre-service teachers tended to prefer reflection-on-action and reflection-for-action rather than reflection-in-action. They attributed the reason for this preference to their lack of teaching experience so that they cannot both teach and reflect the lesson at the same time. All participants tended to agree that they focused on classroom management, knowledge and proficiency, and teaching activities and techniques when they did reflection. In addition, some common tools used for reflective practice were reported to be used by EFL pre-service teachers. They include reflective journal, video or radio recording, teaching/ learning portfolio, action research, observation, study group, supervisors' feedback and workshop. Among these, learning/ teaching portfolios and reflective journals are the most frequently used by EFL pre-service teachers.

From the findings of this study, several implications are put forward to EFL pre-service teachers at HUFL. EFL pre-service teachers should be aware of the importance of doing reflection. It indicates that reflective practice not only an effective tool of professional development but also an opportunity to improve teaching skills. Also, they should spend much time to know more about reflective practice, its aims, procedures, types and how to implement in to support their teaching profession. More importantly, EFL pre-service teachers should take part in different training activities in order to get the basic theory of reflective practice. Also, it creates good chances to discuss with peer teachers and supervisors. The useful advice from supervisors as well as feedback from peer teachers is always valuable for them to reflect their micro teaching.

The current study was limited to the perceptions of the EFL pre-service teachers, which might bear some differences from their actual practice of reflection on teaching. Further research is thus needed to shed light on this issue.

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Nghiên cứu về thực hành phản tư như một công cụ phát triển nghề nghiệp của giáo sinh tiếng Anh tại Trường Đại học Ngoại ngữ, Đại học Huế

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THÔNG TIN BÀI BÁO	TÓM TẮT
Quá trình xử lý: Ngày nhận bài: 19/8/2022 Ngày nhận bản chỉnh sửa: 30/8/2022 Ngày nhận đăng: 31/9/2022 Ngày xuất bản: 20/02/2026	Nghiên cứu này nhằm khảo sát thực hành phản tư như một công cụ hỗ trợ phát triển nghề nghiệp của giáo sinh tiếng Anh tại Trường Đại học Ngoại ngữ, Đại học Huế (HUFLIS). Đối tượng tham gia nghiên cứu gồm 100 sinh viên năm thứ ba và năm thứ tư của trường. Dữ liệu được thu thập thông qua bảng hỏi và phỏng vấn. Kết quả nghiên cứu cho thấy đa số sinh viên nhận thức rõ thực hành phản tư là một công cụ hiệu quả trong phát triển nghề nghiệp. Bên cạnh đó, họ cũng có nhận thức tích cực về cách thức thực hiện hoạt động phản tư cũng như việc tự đánh giá quá trình thực hành phản tư của bản thân. Dựa trên các kết quả nghiên cứu và những hạn chế của đề tài, nghiên cứu đã đề xuất một số hàm ý và khuyến nghị nhằm hỗ trợ giáo sinh tiếng Anh thực hiện thực hành phản tư hiệu quả hơn, qua đó thúc đẩy sự phát triển nghề nghiệp của họ.
Từ khóa: Phát triển nghề nghiệp; Thực hành phản tư; Sinh viên sư phạm tiếng Anh.	
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