

THE EFFECTIVENESS OF WRITING REFLECTIVE JOURNALS DURING TEACHING PRACTICUM: VOICES FROM PRE-SERVICE EFL TEACHERS

Nguyen Quynh Nga Phung, MA.
 Foreign Languages Department, Vinh University
 Email: ngapng@vinhuni.edu.vn
 Tel: 0986.750.270



01. INTRODUCTION

- 1.1. Aims of the study:**
- To examine the effectiveness of reflective journal writing (RJW) on Vietnamese EFL pre-service teachers' teaching performance.
 - To investigate Vietnamese EFL pre-service teachers' perceptions about RJW during the teaching practicum.
- 1.2. Research questions:**
- What is the effectiveness of RJW on teaching practicum on Vietnamese EFL pre-service teachers' teaching performance?
 - How do Vietnamese EFL pre-service teachers perceive about RJW on their teaching practicum?

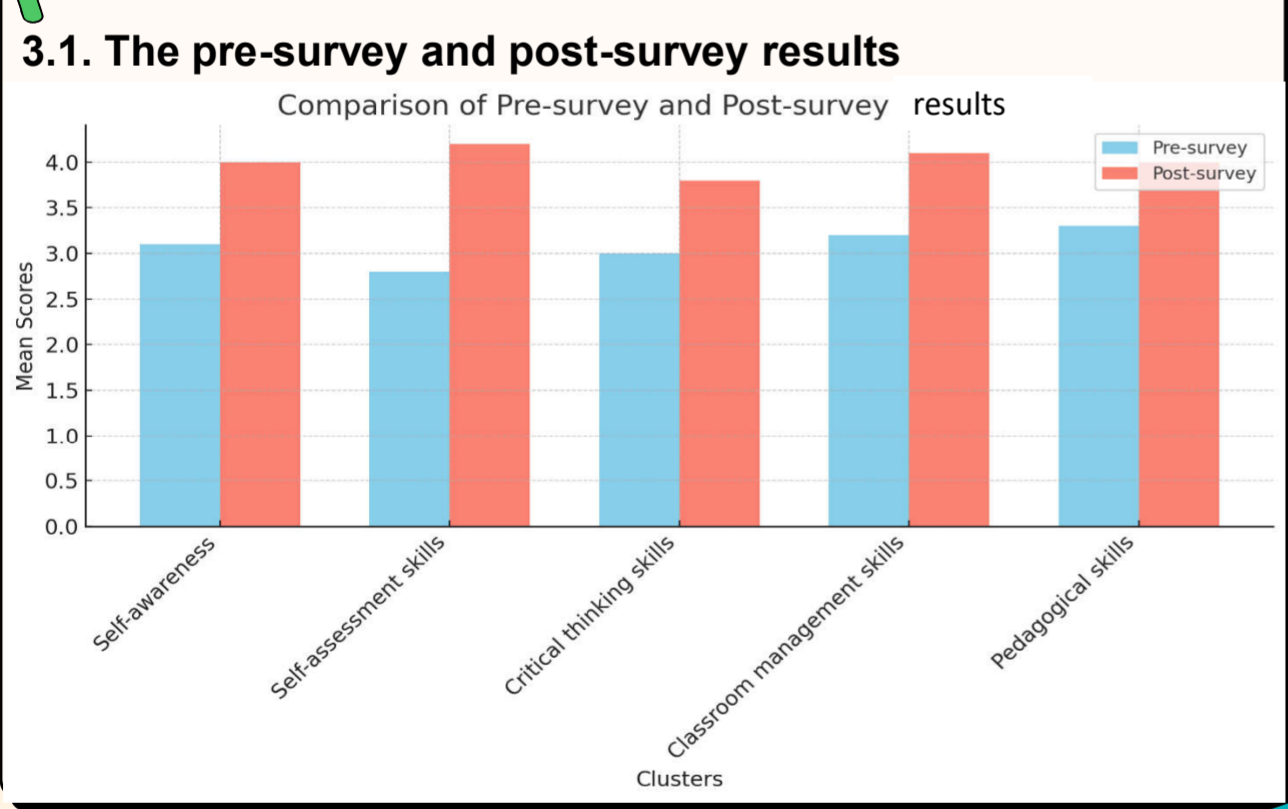


02. METHODOLOGY

- 2.1. Participants:**
- 25 Vietnamese EFL pre-service teachers, third-year students in an EFL teacher education program at Vinh University (88% females and 12% males).
- 2.2. Research instruments:** Questionnaires (pre-survey and post-survey) + Reflective journal entries during the practicum + Interviews after the practicum.
- 2.3. Data collection and analysis:**
- Quantitative data obtained from pre and post-survey results is subjected to statistical analysis (compare and contrast EFL pre-service teachers' teaching performance before and after the intervention (6 weeks)).
 - Qualitative data, primarily collected through reflective journal entries and semi-structured interviews, applies thematic analysis



03. MAJOR FINDINGS



3.2. PSTs' perceptions about RJW during teaching practicum

3.2.1. Benefits of RJW:

Reflective journal writing helps PSTs to:	Range	Mean	SD
Identify personal strengths in teaching English.	2-5	3.82	0.68
Identify personal weaknesses in teaching English.	2-5	3.82	0.68
Improve their theoretical knowledge of teaching and learning (e.g., methods and approaches in teaching English).	3-5	4.36	0.61
Apply teaching techniques and activities into English classrooms effectively.	3-5	4.45	0.52
Record changes and improvements in their teaching.	1-5	3.94	0.86
Promote solving issues in their teaching.	2-5	4.08	0.71
Be more aware of their learners' characteristics	2-5	3.84	0.72
Become more critical in analyzing and evaluating the issues in their teaching.	3-5	4.46	0.63
Enhance peer collaboration in learning to teach English.	1-5	3.88	1.04
Plan to improve their teaching competence.	1-5	3.50	0.95
Total		3.82	0.66

Pre-service teacher participants highly approved of RJW benefits with low variance in their responses

- 3.2.2. Challenges of reflective journal writing**
- Lack of training experience
 - Time deficiency
 - Low motivation

04. IMPLICATIONS

- PSTs should be trained with fundamental knowledge and specific skills to perform RJW more confidently and skillfully.
- Modules of Reflective Teaching could be integrated into the teacher training curriculum.

REFERENCES

- Greiman, B., & Covington, H. (2007). Reflective thinking and journal writing: Examining student teachers' perceptions of preferred reflective modality, journal writing outcomes, and journal structure, *Career and Technical Education Research*, 32(2), 115-139.
- Zulfikar, T., & Mujiburrahman (2018). Understanding own teaching: Becoming reflective teachers through reflective journals, *Reflective Practice*, 19(1), 1-13.