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CENTER OF PROFESSIONAL EXCELLENCE IN  
ENGLISH LANGUAGE TEACHING



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# Reflection Tasks

Teaching Excellence Teams Trimester III

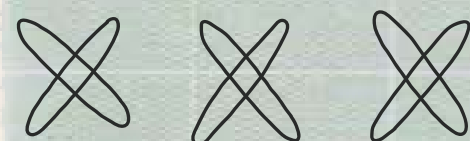


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# Introduction

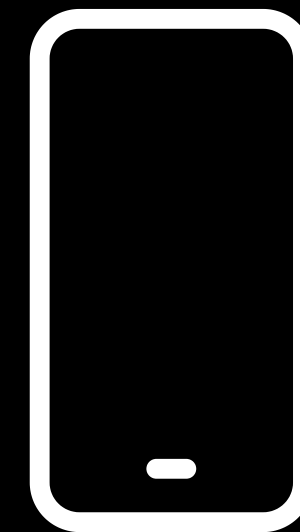
Richards and Nunan (1990) describe reflection on practice as a teacher's contemplation of classroom events and the consideration of alternative methods to achieve goals. This self-regulated professional development allows teachers to better understand, improve, and correct their teaching practice.

There are two types of reflection: **reflection in action** and **reflection on action** (Schön, 1983). Reflection in action occurs during practice and demands immediate action based on the teacher's expertise, while reflection on action takes place after practice and relies on personal experience to enrich the teacher's knowledge (Leijen et al., 2020).





The article "Reflective Journals: A Review of the Literature" by James T. Lindroth discusses the concept of reflective journals and their effectiveness in promoting reflective thinking and professional development. The article examines various studies and literature related to reflective journals and their impact on teachers, students, and the overall learning environment. The author concludes that reflective journals are a valuable tool for encouraging teachers to engage in reflective thinking and self-assessment, which can lead to improved teaching practices and better student outcomes. The article also provides recommendations for implementing reflective journals in a meaningful and effective way.



SCAN  
ME!



signs of the island being brought back to life anyway, I had



- Reflective practice is an effective tool for professional development for teachers.
- It is tailored to each individual's performance and can enhance their teaching practice.
- Reflection should not be limited to self-practice and can involve reflecting on others' practices and literature.
- Reflection should be moderately and fairly provided for professional development and self-assessment.
- Sharing reflective thoughts and notes with peers can help develop the creativity and practice of the educational environment.

## **"Reflective Practice: A Tailored Approach to Professional Development for Ambitious Teachers"**



**Write up your observations after phase 2 of the TET your own way your own style.**

**The following questions might inspire you.**

## **Reflection Task**

1. What is learner autonomy, and why is it important in education?
2. What are some strategies that teachers can use to foster learner autonomy in their students?
3. How can technology be used to support learner autonomy in the classroom?
4. What are some challenges that teachers may face when trying to promote learner autonomy, and how can they overcome these challenges?
5. What role do assessment and feedback play in fostering learner autonomy?
6. How can teachers encourage students to take ownership of their learning and become more self-directed?
7. What are some examples of classroom activities or projects that promote learner autonomy?
8. How can teachers balance the need for structure and guidance with the goal of fostering learner autonomy?
9. What are some potential benefits of promoting learner autonomy for both students and teachers?
10. How can teachers evaluate the effectiveness of their efforts to promote learner autonomy, and what metrics should they use?

**TET Men's Team A**

**"Learner Autonomy"**



**Write up your observations after phase 2 of the TET your own way your own style.**

**The following questions might inspire you.**

## **Reflection Task**

1. What are the factors that influence student engagement in the classroom?
2. How can teachers promote student engagement in online learning environments?
3. What are some effective strategies for engaging students who may be struggling academically or disinterested in the subject matter?
4. How can student engagement be measured and assessed in the classroom?
5. What are the potential benefits and drawbacks of using extrinsic motivation to promote student engagement?
6. To what extent does technology impact student engagement in the classroom?

**TET Men's Team B**  
**"Student Engagement"**



**Write up your observations after phase 2 of the TET your own way your own style.**

**The following questions might inspire you.**

## **Reflection Task**

1. How can substantive communication be used to promote student engagement and active learning in the classroom?
2. What are the key elements of effective substantive communication between teachers and students?
3. How can teachers develop their skills in substantive communication, and what are some effective strategies for doing so?
4. What are the potential barriers to substantive communication in teaching, and how can they be addressed?
5. To what extent does technology impact substantive communication in teaching, and what are some promising practices for using technology to enhance substantive communication?
6. What are some effective strategies for promoting substantive communication among students in group work and collaborative learning activities?
7. How can teachers use substantive communication to promote student motivation and self-regulation?

**TET Men's Team C**  
**"Substantive**  
**Communication"**



**Write up your observations after phase 2 of the TET your own way your own style.**

**The following questions might inspire you.**

## **Reflection Task**

1. What is the role of student direction in promoting student agency and ownership of learning?
2. How can teachers promote student direction in the classroom, and what are some effective strategies for doing so?
3. What are the potential benefits and drawbacks of student direction in teaching, and how can they be balanced?
4. To what extent does technology impact student direction in teaching, and what are some promising practices for using technology to enhance student direction?
5. What are some effective strategies for promoting student direction in assessment and evaluation?
6. What are the potential barriers to student direction in teaching, and how can they be addressed?
7. How can student direction be used to promote student engagement and motivation in the classroom?

**TET Women's Team A**  
**"Students Direction"**



**Write up your observations after phase 2 of the TET your own way your own style.**

**The following questions might inspire you.**

## **Reflection Task**

1. What are the factors that influence student engagement in the classroom?
2. How can teachers promote student engagement in online learning environments?
3. What are some effective strategies for engaging students who may be struggling academically or disinterested in the subject matter?
4. How can student engagement be measured and assessed in the classroom?
5. What are the potential benefits and drawbacks of using extrinsic motivation to promote student engagement?
6. To what extent does technology impact student engagement in the classroom?

**TET Women's Team B**  
**"Student Engagement"**



# Journals Submission Deadline

(22-06-2023)





## References

Leijen, Ä., Pedaste, M., & Lepp, L. (2019). Teacher agency following the Ecological Model: How it is achieved and how it could be strengthened by different types of reflection. *British Journal of Educational Studies*, 68(3), 295-310. <https://doi.org/10.1080/00071005.2019.1672855>

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