# Research on the Current State and Practical Model of Reflective Teaching among Novice In-service English Teachers in Private Colleges and Universities

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*Abstract: Taking Guangxi University of Foreign Languages as a case study, this research investigates the current state of reflective teaching among novice in-service English teachers across seven dimensions: practice, cognition, emotion, metacognition, criticism, morality, and classroom norms. The purpose is to explore an effective practical model for reflective teaching tailored to novice front-line English teachers at private colleges and universities. By shedding light on these dimensions, this paper aims to raise awareness among tertiary institutions about the importance of reflective teaching for novice in-service English teachers. Ultimately, it seeks to provide valuable references and suggestions for enhancing reflective practices among this group.*

*Keywords: Current state; Practical model; Reflective teaching; Novice in-service English teachers; Private colleges and universities*

## 1. Introduction

In the field of education, "reflection" has become a highly-noticed topic, playing an important role in educational reform and teacher development. Teachers can better understand the educational theories underlying their consciousness and how these theories influence their teaching behaviors only by continually reflecting on specific teaching environments (Williams & Burden, 1997)[1]. Dewey (1933) first introduces the concept of "reflection" and believes that "teachers should be able to critically and imaginatively review the past, think about the causal relationships of events, provide reasonable explanations for the occurrences, analyze specific tasks, and devise teaching plans for the next steps"[2]. Later, Schön (1983) expands on it, proposing two concepts of reflection: "reflection-on-action" and "reflection-in-action." He emphasizes that teachers' ability to cope with the challenges of daily teaching practice relies on their own reflection during and after teaching rather than excessive reliance on expert guidance[3]. Building on Dewey's reflections, numerous foreign scholars have extensively explored the theory and practice of reflection from multiple perspectives (Schön, 1983; Van Manen, 1977; Handal & Lanvas, 1987)[3][4][5]. In the 1990s, reflective teaching theory was introduced into the field of foreign language education (Richards & Nunan, 1990)[6]. Wallace (1991:54)[7] points out, "Teacher development implies change, and without reflection effective change is quite difficult." As research on teacher professional development continues to deepen, teaching reflection is increasingly widely recognized as a "key factor in teacher development". Richards and Lockhart (2000:6) [8] introduce a number of simple procedures that can be used to help teachers investigate classroom teaching for critical reflection. The procedures consist of "teaching journals, lesson reports, surveys and questionnaires, audio and video recordings, observation, and action research". Teachers can carry out these exploratory tasks and activities, such as journal writing, peer observation and action research, in their own classrooms. Farrell (2013)[9] puts forward that effective reflection must be based on empirical evidence and be a systematic and ongoing process. He suggests that teachers start their reflection from daily teaching problems and professional development needs, combine their own work and environment to carry out reflection, experience and construct their understanding of reflection in the process, and enhance teachers' professional sense. This research aims to examine the reflective teaching current state of novice in-service English teachers at private colleges and universities through investigation and analysis, and explore an effective practical model of reflective teaching for novice front-line English teachers.

## 2. The Concept of Reflective Teaching

Since the 1990s, the concept of reflective teaching has gained increasing attention in the field of English education. A substantial amount of research has been conducted on reflective practice and reflective teaching. According to Xiong Chuanwu (1999)[10], "reflective teaching" can be described as "the continuous exploration and resolution of problems related to the teacher themselves, teaching objectives, teaching tools, etc., through action research by the teaching subject, integrating 'learning to teach' with 'learning to learn', striving to enhance the rationality of teaching practice, and becoming a scholarly teacher in the process". Reflective teaching involves teachers paying attention to what happens during each class session, through activities such as keeping teaching journal, writing teaching reports, conducting surveys, and holding discussions. This approach also includes researching and reflecting one's own teaching behavior by recording classroom teaching sessions, peer observation, and engaging in other teaching behavior studies, in order to get a deeper understanding of foreign language teaching (Richards & Lockhart, 2000)[8]. Farrell (2007)[11] states that reflective practice mainly involves teachers attempting to answer questions such as: "(1) What do you do in the classroom and how do you do it? (2) Why do you do this? (3) What is the result? (4) Will you change anything based on the information gathered from answering the previous questions?" Farrell (2013)[9] also claims that reflective practice must be teachers' systematic reflection, which comes from data collection during one's teaching process, and effectively using the collected information to make next-step teaching decisions, so that teachers can responsibly take action to solve problems. Although scholars at home and abroad have different definitions of "reflective teaching", they share a common purpose: teachers conduct research and solve problems or confusion in teaching practice to improve teaching effectiveness. In addition to reflecting on one's own knowledge and behavior, its content also includes reflection on social, moral, and political factors in teaching. Li Banban and Xu Jinfen (2011)[12], based on literature reviews and questionnaire surveys, through exploratory and confirmatory factor analysis, have comprehensively summarized the dimensions of reflection in Chinese university English teachers' teaching environments, including "practice, cognition, emotion, metacognition, criticism, morality, and classroom norms", which provides effective measurement tools for this present paper.

## 3. The Significance of Reflective Teaching

Reflective teaching helps develop, maintain, and expand teachers' professional knowledge, leading to a spiral increase in professional competence (Andrew Pollard et al., 2017)[13]. Teaching is a complex, dynamic, and evolving process that requires continuous professional learning. Classrooms are busy places, and since each teacher interacts with students multiple times a day, it's challenging for teachers to have a clear understanding of everything happening in every moment of each class. This can lead to teachers making some irrational decisions and behaviors. If teachers develop a clearer awareness of classroom dynamics and accurately monitor both their own and their students' behaviors, they can teach more effectively. Indeed, effective teaching requires teachers to continuously and systematically reflect on their experiences, and the greatest significance of reflective practice is to liberate teachers from the routines and intuitive teaching habits, ensuring that every teaching decision is not only based on evidence but also has clear objectives. Day after day, year after year of teaching often leads teachers to adhere to established norms, forming certain fixed mindsets or habits that make them no longer question everything they are already familiar with, and they may mistakenly believe that experience alone can solve all problems. In reality, relying solely on experience cannot truly understand what actually happens in the classroom. If there is only experience without learning from it, experience not only has little value but also can hinder professional development and even have negative impacts. As Dewey (1933)[2] puts forward, it is only when experience is accompanied by reflection that teacher growth can occur. Teachers who are unwilling to reflect can only be led by intuition, tradition, and authority, becoming slaves to "routine teaching", lacking the foundation of decision-making based on reflective and accurate judgment and evaluation.

Reflective teaching can be the driving force behind teaching innovation and an effective way to promote teachers' professional growth and improve teaching quality (Cao Jun, 2019)[14]. Teaching is a complex and multi-dimensional activity, and appropriate judgments and decisions in teaching can be made based on reflective teaching and self-examination, thereby continuously improving teachers' teaching skills. Reflective teaching can empower teachers, reigniting their passion for teaching, grasping the direction of their professional development, and realizing the meaning and value of their professional careers. The cultivation of reflective awareness and the formation of good reflective habits among teachers themselves reflect a sense of responsibility towards their profession, their students, and

themselves, helping teachers develop excellent professional qualities such as dedication, humility, self-criticism, and pursuit of excellence. Just as Farrell (2013)[9] said, both experienced and novice teachers can enhance their understanding of teaching by consciously and systematically reflecting on their teaching experiences. The true center and basis of reflection lie in teaching itself. Through systematic reflection on their teaching, teachers can free themselves from making too many impulsive decisions about what to teach, when to teach, and why to teach.

Reflective teaching is an important component of professional skill development for teachers, which can help teachers better understand teaching itself and teaching practice, and accordingly become a basis for self-assessment. During the teaching process, teachers often encounter various problems for which effective solutions cannot be found within the conventional teaching methods. It is necessary that teachers be able to objectively observe teaching and critically reflect on the phenomena they meet. As Richards and Lockhart (2000)[8] point out, teachers who have a deep understanding of the essence of teaching can effectively assess their professional skill development and identify areas for improvement. Critical reflection should become an ongoing process and a regular activity in teaching. It can help teachers gain confidence when trying different methods or evaluating teaching effectiveness. Besides, most teachers may encounter varying degrees of professional burnout during their careers, making it difficult to reignite the initial enthusiasm for teaching. And if teachers engage in reflective practice, it is entirely possible to reignite the initial passion and maintain it over time (Farrell, 2013)[9].

Therefore, it is still of great significance to investigate the current state of reflective teaching of novice in-service English teachers and explore effective practical approaches of reflective teaching for novice front-line English teachers at private colleges and universities.

## 4. The Current State of Reflective Teaching

This study utilized the "Chinese University English Teachers' Reflection Scale" to explore the reflective practices of novice in-service English teachers across seven dimensions: practice, cognition, emotion, metacognition, criticism, morality, and classroom norms, comprising a total of 33 items. The scale employs a five-point scoring system, ranging from "never" to "always" (Li Banban, Xu Jinfen, 2011)[12]. A survey was conducted, involving 50 English teachers who had been employed at Guangxi University of Foreign Languages for less than one year. Questionnaires were distributed and collected electronically via Questionnaire Star, and the data were subsequently entered into SPSS 21.0 for descriptive statistical analysis. The results of the questionnaire survey are presented in Tables 1 and 2. Factor scores were computed by averaging the ratings of items within each dimension, providing a measure of the reflective level across the seven dimensions. The overall reflective teaching level was determined by calculating the total mean of the seven factor scores. Based on the results of the questionnaire survey, six teachers were selected for interviews, ensuring representation with three male and three female participants. The interviews were conducted in a relaxed setting, employing a one-on-one approach and recorded for accuracy. The primary objective was to delve into the reflective practice and habits of teachers both within and beyond the classroom, as well as the findings gleaned from the questionnaire data.

*Table 1: Descriptive Statistics of Factors on Novice In-service English Teachers' Reflective Teaching*

| Factors | Practice | Cognition | Emotion | Metacognition | Criticism | Morality | Classroom Norms | Total Mean |
|---|---|---|---|---|---|---|---|---|
| Mean | 3.39 | 3.24 | 3.33 | 3.69 | 3.14 | 3.79 | 4.08 | 3.52 |
| Standard Deviation | 0.69649 | 0.67567 | 0.55367 | 0.52484 | 0.71099 | 0.61150 | 0.63016 | 0.44319 |

As depicted in Table 1, the overall reflection level of novice in-service English teachers is moderate, with a total mean score of 3.52. Teachers primarily reflect on classroom norms (M=4.08), followed by morality (M=3.79) and metacognition (M=3.69). However, reflection on other aspects such as practice (M=3.39), emotion (M=3.33), cognition (M=3.24), and criticism (M=3.14) is less frequent. These findings align closely with Xu Jinfen's study (2019:255) examining the reflection status of English teachers in Chinese universities. Similarly, classroom norms emerged with the highest mean, followed by morality, metacognition, emotion, cognition, criticism, and practice. The discrepancy between the two studies lies in the ranking of practice reflection. In our survey, practice falls in the middle among the seven factors, whereas in Xu Jinfen's study, practice reflects the lowest level of reflection[15]. Considering that our research focuses on novice in-service English teachers, these results are understandable. Novice teachers often experiment with new teaching techniques (Item 4: M=3.60) and reflect on the successes and shortcomings of their classroom teaching after each session (Item 3:

M=3.54). However, it's notable that few teachers record their teaching experiences in a notebook or diary (Item 1: M=3.08) or utilize specialized documents for this purpose (Item 2: M=3.34).

All novice in-service English teachers demonstrate proficiency in reflecting on classroom norms, morality, and metacognition. Firstly, concerning classroom norms, the majority of teachers in the survey establish clear expectations for students, including requirements for class attendance and end-of-course assessments (Item 31: M=4.18), active participation in classroom activities irrespective of English proficiency level (Item 32: M=4.18), and adherence to defined classroom behavior norms (Item 33: M=3.88). Additionally, during interviews, all teachers state their practice of clearly informing students about assessment methods, grading criteria, classroom norms, and learning requirements from the first class. Secondly, regarding morality, most teachers view caring for and nurturing students as integral to their professional responsibilities (Item 28: M=4.34). They prioritize justice and strive to exhibit fairness in classroom practice (Item 30: M=4.18), considering themselves role models and endeavoring to set moral examples for their students (Item 29: M=4.12). Teachers also highlighted in interviews the pivotal role of teachers' words and actions in shaping students' growth and success, emphasizing the enduring influence of teachers' conduct and virtues. Thirdly, in terms of metacognition, most surveyed teachers indicate that they have often reflected on areas of dissatisfaction in their classroom practices (Item 20: M=3.84), their teaching philosophies and methods (Item 14: M=3.82), their strengths and weaknesses as educators (Item 18: M=3.74), and the significance of their profession (Item 16: M=3.56). They also revisit positive teacher role models and negative teaching examples from their own schooling experiences to assess their impact on their teaching approaches (Item 19: M=3.78), endeavoring to identify aspects of their teaching that bring them satisfaction (Item 17: M=3.60).

As mentioned, reflection is less frequent on practice, emotion, cognition, and criticism. Among these, reflection on criticism is the least common. Several possible reasons can account for this. Firstly, current English teaching hours are limited, necessitating coverage of mandated curriculum content alongside supplementary exam-related materials. This leaves little room for discussing broader societal issues like gender discrimination, wealth disparity, and aging in the classroom. Moreover, such discussions are impeded by students' language proficiency (Xu Jinfen, 2019)[15]. Secondly, English teaching in our country primarily focuses on training students' language fundamentals, often through extensive imitation, memorization, and repetition. However, these practices do not effectively cultivate analytical, reasoning, and evaluative skills. Additionally, due to students' limited language proficiency, the opportunity to develop critical thinking skills is constrained (Wen Qiufang et al., 2010)[16].

When it comes to teachers' reflection on emotion, among all the items in this factor, most teachers in this survey indicate that they spend more time communicating with students when they notice them feeling down or isolated from others (Item 9: M=3.50). Additionally, they express a willingness to engage with students to understand their learning styles and preferences (Item 11: M=3.48). However, fewer teachers communicate with students to understand their family backgrounds, hobbies, interests, and abilities (Item 12: M=3.24). Similarly, few of them encourage students to express their feelings about the teaching and the aspects of the class they enjoy or dislike (Item 10: M=3.02).

Another aspect of teachers' reflection that receives less attention is cognition. While many teachers engage in reading books and articles related to their teaching to enhance their classroom practices (Item 5: M=3.58), relatively few document their teaching experiences through paper writing (Item 6: M=2.94) or conduct small-scale research activities in the classroom to deepen their understanding of the teaching and learning process (Item 7: M=3.20). This indicates a gap in the reflective practices that involve more active and analytical forms of cognitive engagement, such as writing and research, which are crucial for a deeper comprehension and improvement of educational practices. Encouraging these forms of reflection could lead to more substantial professional growth and better teaching outcomes. Many novice in-service English teachers do not know how to research their own teaching issues and often consider themselves practitioners whose main responsibility is to apply others' theories. However, the problems faced by teachers in their daily teaching cannot be easily solved by reading theoretical books. Teachers need to engage in deep reflection based on each specific problem, analyze the underlying principles, explore the deeper reasons influencing their teaching decisions, and determine if there are better ways to solve the problems (Farrell, 2013)[8]. During interviews, many novice in-service teachers express concerns about their heavy teaching workload and believe that their primary responsibilities include meticulous lesson preparation, effective design of teaching materials, and fulfilling various teaching duties. As a result, they find themselves lacking the time and energy to engage in teaching research or scholarly writing.

*Table 2: Descriptive Statistics of Items on Novice In-service English Teachers' Reflective Teaching*

| Dimensions | Items | Mean | Standard Deviation |
|---|---|---|---|
| Practice | 1. I record my teaching situation in a notebook or diary. | 3.08 | 0.89989 |
| | 2. I use specialized documents to record teaching situations. | 3.34 | 0.93917 |
| | 3. I record the successes and shortcomings of classroom teaching after each class. | 3.54 | 0.90824 |
| | 4. I try new teaching techniques in class. | 3.60 | 0.78246 |
| Cognition | 5. I read books and articles related to teaching to improve my classroom teaching. | 3.58 | 0.85928 |
| | 6. I write papers based on my teaching experiences. | 2.94 | 1.01840 |
| | 7. I conduct small research activities in class to better understand the teaching and learning process. | 3.20 | 0.80812 |
| | 8. I consider some of the problems that arise in the classroom as potential research topics and conduct research on them. | 3.24 | 0.84660 |
| Emotion | 9. When I find a student feeling down or isolated from others, I spend more time communicating with him/her. | 3.50 | 0.67763 |
| | 10. I ask students to express their feelings orally or in a written form about my teaching and the parts of the class they like and dislike. | 3.02 | 0.79514 |
| | 11. I communicate with students to understand their learning styles and preferences. | 3.48 | 064650 |
| | 12. I communicate with students to understand their family backgrounds, hobbies, interests, and abilities. | 3.24 | 0.79693 |
| | 13. I ask students if they like certain classroom activities. | 3.40 | 0.67006 |
| Metacognition | 14. As a teacher, I reflect on my teaching philosophy and teaching methods. | 3.82 | 0.77433 |
| | 15. I reflect on how my personal experiences or background influence my definition of teaching. | 3.48 | 0.73512 |
| | 16. I reflect on the significance of the teaching profession. | 3.56 | 0.67491 |
| | 17. I try to find aspects of my teaching that give me satisfaction. | 3.60 | 0.85714 |
| | 18. I reflect on my strengths and weaknesses as a teacher. | 3.74 | 0.66425 |
| | 19. I review positive teacher role models and negative teaching examples from my school days and consider their impact on my teaching. | 3.78 | 0.78999 |
| | 20. I consider areas of dissatisfaction in my classroom teaching. | 3.84 | 0.65027 |
| Criticism | 21. I reflect on instances of social injustice around me and try to discuss them in the classroom. | 3.10 | 0.88641 |
| | 22. I encourage students to improve their social lives by fighting phenomena such as poverty and gender discrimination. | 3.10 | 0.83910 |
| | 23. I cover topics such as aging, gender discrimination, racial discrimination, and wealth disparity in my teaching. | 3.04 | 0.80711 |
| | 24. I reflect on the political viewpoints reflected in my teaching and consider the impact of these viewpoints on students' political views. | 3.32 | 0.93547 |
| Morality | 25. I consider how to promote values of tolerance and equality in the classroom and in society as a whole. | 3.54 | 0.73429 |
| | 26. I consider the influence of gender, family background, and regions on my students' academic performance. | 3.16 | 0.95533 |
| | 27. I consider social events that may affect my teaching in the classroom. | 3.40 | 0.94761 |
| | 28. I believe that caring for and nurturing students is my job responsibility. | 4.34 | 0.77222 |
| | 29. I consider myself a role model for students, so I strive to set a moral example. | 4.12 | 0.84853 |
| | 30. I believe in justice and try to embody fairness as much as possible in classroom practice. | 4.18 | 0.80026 |
| Classroom Norms | 31. I establish a series of clear requirements for students in aspects such as class attendance and end-of-course assessment. | 4.18 | 0.71969 |
| | 32. Regardless of their English proficiency level, I require all students to participate in classroom activities. | 4.18 | 0.69076 |
| | 33. I have a set of clear classroom norms that students should follow. | 3.88 | 0.77301 |

## 5. The Practical Model of Reflective Teaching

In the present study, a practical model of reflective teaching is suggested to improve the level of reflective teaching among novice in-service English teachers, which includes the following aspects:
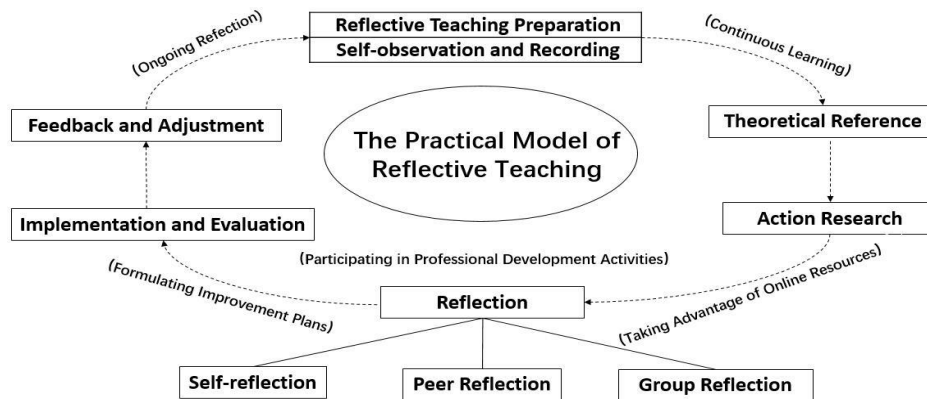


*Figure 1: The Practical Model of Reflective Teaching*

### 5.1 Self-observation and Recording

Wallace (1991) believes that reflective teaching is a continuously evolving process that ascends in a spiral manner, accompanied by extensive systematic observation[7]. Before engaging in reflection, teachers first need to observe and record their teaching practices. This process can be achieved by systematically documenting data on teaching activities, student responses, the effectiveness of teaching methods, and other relevant aspects of the educational experience. During the teaching process, teachers should actively observe their teaching behaviors and decisions, paying attention to the teaching strategies they use, student reactions, and the classroom atmosphere. They should record moments they find important or enlightening, such as successful teaching strategies, student breakthroughs, or their own reactions and feelings. Additionally, teachers should note the challenges and issues encountered during the teaching process, which may involve student comprehension, classroom management, or the use of teaching resources. Teachers can record their self-observations using various methods, such as written notes, audio recordings, or video recordings, and should ensure that their recordings are detailed and objective. By doing so, they can gain deeper insights into their teaching practices and continuously improve their effectiveness in the classroom.

### 5.2 Theoretical Reference

Reflective teaching involves a deliberate process where teachers reference theoretical frameworks to enhance their understanding and refine their teaching practices. By engaging with academic literature, including articles, books, and research reports on reflective teaching, teachers gain insights into various theoretical perspectives and contemporary pedagogical approaches. Accessing online resources such as MOOCs, educational forums, webinars, blogs, professional websites, and academic databases further enriches their knowledge of evolving teaching theories and practical methodologies. The application of theory to real-world teaching scenarios is crucial for effective problem-solving and instructional improvement. Teachers can reflect on practical challenges they encounter in their classrooms and draw upon relevant educational theories and teaching methods to inform their decisions and actions. Active participation in professional development courses ensures teachers stay abreast of the latest educational theories and research findings, thereby enabling them to maintain current and effective teaching practices. In essence, by systematically integrating theory into reflective teaching processes and leveraging diverse educational resources, educators can continuously enhance their teaching competencies and adaptability in response to the dynamic demands of educational environments.

### 5.3 Action Research

Action research is a reflective teaching strategy containing "reflection-in-practice" and "reflection-on-practice". The ultimate purpose of action research is to maintain a sensible process of teaching practice, enlarging teachers' horizon and enforcing their teaching ability. As a method of

reflective teaching, action research proves to be the most effective way to solve many teaching problems (Chen Ying, 2015) [17]. Teachers can conduct small-scale action research by applying theories to specific teaching contexts, observing and recording outcomes, then analyzing and reflecting on the results. This empirical approach helps teachers validate the practical application of theories and make necessary adjustments. Teachers can also attend seminars, workshops, and training courses to discuss educational theories and practice with other professionals. These activities broaden teachers' perspectives and offer practical guidance and feedback. Teachers can establish learning communities with colleagues to explore and research educational theories together. Through collaboration, teachers can share experiences and viewpoints, learning from one another and effectively applying theory to practice.

### 5.4 Reflection

Reflection is an important cognitive activity for humans. Continuous reflection by teachers during instruction can effectively promote their own development. This process often includes self-reflection, peer reflection and group reflection. As for self-reflection, teachers observe and contemplate their own teaching practices. Regular reflection allows teachers to record and analyze their experiences, identify problems, and recognize areas for improvement. By comparing and contrasting their practices with educational theories, teachers can better understand and enhance their teaching strategies. They can choose or create reflection topics based on their observations, writing reflective journals. Self-reflection helps teachers maintain a clear understanding of their teaching behavior, philosophy, and perspectives, facilitating accurate value judgments. This reflection includes examining teaching concepts, methods, procedures, and assessments. Teachers must reflect on and analyze recorded data, consider problems encountered, identify successes, and understand the reasons behind these outcomes. Additionally, establishing a reflective teaching community is a good way to do reflection. Peer reflection involves joint reflection with a peer, such as a critical colleague, a member of the same teaching team, or a mentor. It provides mutual support and assistance through discussion, questioning, and challenging each other. For example, teachers can invite peers to observe classes, ask for feedback on specific aspects, help analyze issues, and provide suggestions. This form of reflection often occurs in collaborative teaching and features equal cooperation rather than evaluation or guidance. Group reflection often occurs in reflective teaching, which refers to teachers from the same or different schools coming together in groups to improve the quality of their teaching. They select or create themes collectively and engage in reflective practices as a group. Within the group, teachers can share their teaching dilemmas and collectively explore methods to solve problems. They can also reflect on recent classroom teaching experiences. Active participation in reflection fosters a sharing atmosphere where teachers exchange views and opinions on teaching and learning, support each other, collectively face challenges or uncertainties, and create a conducive environment for professional growth. By engaging in these reflective practices, teachers can continuously improve their teaching methods, enhance student learning, and foster their professional development.

### 5.5 Implementation and Evaluation

Based on reflection, teachers can formulate improvement plans, including adjusting teaching methods, designing new teaching activities, and providing additional support. Afterward, teachers need to implement these improvement plans and evaluate their effectiveness. This evaluation may involve collecting new data to compare teaching outcomes before and after the improvements. Specific evaluation indicators and criteria, based on teaching objectives and reflective standards, are formulated to assess the effectiveness of teachers' reflection and teaching improvement. Various evaluation methods such as self-assessment, peer assessment, and teacher assessment are adopted. By analyzing data from reflective teaching activities—such as the number of reflective logs and student feedback scores—the frequency and effectiveness of teachers' reflection are evaluated. The specific content of reflective logs, video replays, and reflective dialogues is analyzed to understand the problems identified by teachers during reflection and the improvement measures taken. Finally, based on the evaluation results, further reflection and improvement plans are formulated to promote the continuous improvement of teachers in reflective teaching. This cyclical process ensures that teachers' practices are constantly evolving and improving, leading to better teaching outcomes and enhanced student learning experiences.

*5.6 Feedback and Adjustment*

Reflective teaching hinges on feedback and adjustment, pivotal for teachers to continually enhance their teaching effectiveness. Teachers can routinely gather feedback through anonymous course evaluations, group discussions, and one-on-one interviews with students, aiming to grasp their perspectives on teaching content, methodologies, and classroom ambiance. Utilizing online survey tools or classroom interaction software enables real-time feedback collection, aiding in monitoring student progress and identifying challenges. It's beneficial for teachers to invite colleagues to observe their classes and engage in post-lesson discussions to exchange viewpoints and suggestions. Engaging in teaching seminars or competitions facilitates sharing experiences and acquiring new methodologies. Drawing on student feedback, teachers can fine-tune the depth and breadth of their instructional content to maintain suitable challenge levels, stimulate student engagement, and cater to diverse learning needs. Experimentation with various teaching approaches—such as discussions, collaborative group learning, and project-based methods—can optimize teaching efficacy based on student responses and learning outcomes.

Reflective teaching is an ongoing process involving regular review of teaching practices and continual adaptation to evolving teaching environments and student needs. Feedback and adjustments should encompass various facets, including classroom instruction, student learning outcomes, teacher development, teacher-student interactions, curriculum, and instructional materials. This may necessitate modifications in teaching methods or revisions to lesson plans. Teachers are encouraged to actively participate in daily teaching activities, enhance communication with students, and engage in reflective practice through research. This approach helps them stay abreast of educational advancements and refine their teaching skills. Effective reflective teaching enables teachers to foster meaningful dialogue with students, engage in self-reflection, and connect with the broader educational community. By observing, reflecting upon, and summarizing their experiences—particularly as novice in-service teachers—they can identify strengths, address weaknesses, and continuously progress towards becoming exemplary educators.

## 6. Conclusion

This paper aims to examine the current state of reflective teaching among novice in-service English teachers across seven dimensions: practice, cognition, emotion, metacognition, criticism, morality, and classroom norms. It also explores an effective practical model of reflective teaching for novice front-line English teachers at private colleges and universities. Through questionnaires and interviews, it was found that the overall reflection level of novice in-service English teachers is moderate. Teachers primarily reflect on classroom norms, followed by morality and metacognition. However, reflection on other aspects, such as practice, emotion, cognition, and criticism, is less frequent. To enhance the level of reflective teaching among novice in-service English teachers, this article proposes a practical model of reflective teaching. It is hoped that the results will draw attention from tertiary institutions to the reflective teaching practices of novice in-service English teachers, and offer insights and recommendations for their reflective practice.

## Acknowledgements

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