

## **The Application of Reflective Teaching in College English Teaching**

Weiji Chen

Guangdong University of Science and Technology, Dongguan, China

---

*Abstract: Reflective teaching is a method and approach to improve the English learning effect of college students. The application of Reflective teaching methodology is influenced by the internal factors such as knowledge level of the reflecting subjective and teaching methods. In the meanwhile, it is also influenced by external factors, such as the lack of teamwork, and the untargeted content of the textbook. In college English lessons, the implement of the reflective teaching has attached great importance to the improvement of English teachers' teaching methods and abilities. So, the reflective ability of subjective should be promoted, and the cooperative learning team should be formed, in order to realize the diversity of teaching methods and the function of reflective teaching.*

*Keywords: Reflective teaching; college English teachers; teaching practice.*

---

### **1. INTRODUCTION**

Reflective teaching helps to highlight the subjectivity of teachers' teaching activities, enhance the cooperation of English teachers' teams and enhance the pertinence of English teaching. The introduction of reflective teaching methods into college English teaching will, on the one hand, promote the improvement of college English teachers' professional quality and the development of teaching ability, and realize the transformation from ordinary teachers to research teachers; On the other hand, it also provides a direction for exploring English learning paths suitable for students of different majors. Therefore, this paper intends to make a preliminary study on the application of reflective teaching in college English teaching, find out the existing problems, and then put forward the corresponding countermeasures.

### **2. OVERVIEW OF REFLECTIVE TEACHING**

Reflective teaching, in essence, is a process in which teachers take their own teaching activities as thinking objects, analyze their own behaviors, decisions and consequences, and take corresponding countermeasures. Successful and efficient teachers tend to actively and creatively reflect on important things in their careers, including their educational goals, classroom environment, and their own professional abilities. Reflective teaching requires teachers to be proactive and problem-solving oriented, which requires teachers to constantly reflect on the effectiveness and rationality of teaching behavior and make further adjustments.

In the process of college English teaching, reflective teaching is an important way to improve the quality of teaching practice and teachers' own ability, for the following three reasons.

### **2.1 Helps to highlight the subjectivity of teachers' teaching activities**

In the process of reflective teaching, teachers themselves are the main body of reflection, and the renewal of teaching ideas and improvement of teaching methods are all realized by their own efforts. Training teachers' reflective ability is an effective way to promote foreign language teachers' own development. As the teaching object of college English includes students of various majors, based on the differences in the nature of majors and the differences in students' English foundation, a single teaching form exposes many problems more and more. Therefore, English teachers should reflect on the problems existing in the teaching process from the perspective of their own professional development, continuously improve the teaching quality and give full play to the subjectivity of English teachers. This is not only helpful for teachers to establish a good sense of subject, but also can enhance the ability of subject, promote the improvement of teachers' self-awareness and the continuous improvement of self-teaching ability.

### **2.2 Helps to enhance the cooperation of English teachers' team**

In the process of reflective teaching of college English, teachers' cooperative learning groups are established through collective lesson preparation, research groups and other forms, so as to define learning objectives, share common values and reflect on each other's learning and learning, thus promoting English teachers' professional development. On the one hand, team cooperation can make up for the lack of teaching experience and scientific research ability of young teachers, enhance their sense of team cooperation and enhance the enthusiasm of teaching. On the other hand, English teachers, relying on teams, can change their own situation, share teaching resources and exchange teaching experience. The results of reflective teaching research will further improve teachers' actual teaching level and scientific research ability. Because students of different majors have their own characteristics, if they neglect the cultivation of their own thinking ability and independent ability, and lack of reflection on specific teaching objects, the teaching effect may be affected, thus hindering the further development of teachers' own professional ability. Therefore, college English teachers must pay attention to the particularity of teaching environment and teaching objects, carefully analyze the characteristics of students of different majors, and carry out corresponding teaching reflection and exploration, so as to improve the autonomous learning ability of students of different majors, which is helpful to enhance the pertinence and effectiveness of English teaching.

## **3. PROBLEMS IN REFLECTIVE TEACHING OF COLLEGE ENGLISH**

The application of reflective teaching method in college English teaching is restricted by many factors including internal subject and external environment.

### **3.1 Internal deficiency of reflective teaching**

Reflective teaching is not a simple cognitive process. It requires reflective subjects to have sufficient knowledge and ability. There are some problems in the reflective subject itself, which reduces the effect of reflective teaching in college English teaching. Knowledge level is limited and reflection effect is weakened. As the main body of reflection activities, teachers should pay attention to the characteristics of students of various majors and carry out targeted teaching. For example, college students majoring in arts lack the necessary endurance in the process of learning English because of their strong divergent thinking mode and their relatively perceptual knowledge of things. In contrast, students majoring in science and engineering are more developed in image thinking and have strong concentration. However, some teachers have not prepared their knowledge according to students' professional characteristics, which hinders the improvement of teachers' own ability and weakens the effect of teaching reflection. Therefore, college English teachers need to monitor and adjust teaching activities at any time in the changing teaching situation through teaching reflection in order to achieve the best teaching effect. The teaching method is single and cannot teach students according to their aptitude. Teachers' teaching methods directly affect students' learning efficiency and the effect of reflective teaching. On the one hand, some teachers still focus on the completion of teaching tasks and examination results, and adopt an "indoctrination" teaching method. They explain all the key and difficult points they think based on their own language knowledge, while ignoring the cultivation of college students' English thinking ability, oral expression ability and autonomous learning ability. On the other hand, in the "indoctrination" class, some students with poor English foundation are unable to keep up with the rhythm of the teacher's class and participate in it, gradually losing the enthusiasm of English learning. This lack of targeted teaching methods not only weakens the reflection effect on the specific teaching environment, but also causes some students to gradually lose their enthusiasm for English learning. Therefore, in the process of reflective teaching, teachers should flexibly use various teaching methods and pay attention to teaching students according to their aptitude to improve the effect of reflective teaching.

### **3.2 External resistance of reflective teaching**

Reflective teaching needs a good external environment. At present, reflective teaching has the following restrictive factors in college English teaching. First, the reflection process lacks team cooperation. Teamwork among teachers is an important way to promote the development of teachers. Teamwork is conducive to the improvement of classroom teaching quality, as well as the improvement of college English teachers' professional quality and scientific research ability. Reflective teaching requires not only the development of teachers' individual abilities, but also the support and cooperation of the team. At present, many teachers lack the consciousness of teamwork in the process of reflective teaching. In the process of reflective teaching, only by relying on the teaching team can teachers' scientific research ability and teaching ability be improved, thus promoting and innovating the development of reflective teaching. Second, the teaching material lacks pertinence. As an important carrier of English

teaching, English textbooks are a key link in reflective teaching, and their pertinence will directly affect the teaching effect. At present, English teaching materials used by students of various majors are unified public teaching materials, which are difficult to match with English teaching of various majors in terms of content arrangement, difficulty level and teaching progress. In order to give full play to the role of reflective teaching in college English teaching, the problem of teaching materials should not be underestimated. Therefore, college English teachers should incorporate some professional elements into English teaching materials, compile a set of English teaching materials with rich content, moderate difficulty, strong pertinence and matching with relevant majors, and further improve their ability of reflection through innovation and development of teaching materials.

#### **4. STRATEGIES FOR COLLEGE STUDENTS' REFLECTIVE ENGLISH TEACHING**

The application of reflective teaching method in college English teaching needs to change the concept of reflective teaching into an operable scheme in combination with the characteristics of college students' English learning and the puzzles they encounter in English learning. Specifically, we can start from the following aspects.

##### **4.1 Improving reflective ability of topic teaching**

Reflective teaching is closely related to the development of teachers' reflective ability. Based on college students' professional background and their English learning characteristics, English teachers' independent professional ability and interdisciplinary knowledge background directly affect their professional quality and the effect of reflective teaching. On the one hand, English teachers must have solid basic knowledge and extensive knowledge system, and especially need to know something about pedagogy, psychology and arts. On the other hand, continuous reflection in the teaching process is conducive to observing the whole process of teachers' own teaching activities, and constantly adjusting according to the results of reflection, thus improving the effect of English teaching. Introducing reflective teaching theory into foreign language teaching in colleges and universities is an effective way to improve teachers' foreign language teaching level. It can help teachers to realize a qualitative change from ordinary teachers to research teachers. Therefore, in the process of reflective teaching, English teachers should set up the concept of paying equal attention to teaching and scientific research, consciously discover potential problems in the teaching process, and carry out targeted reflective research, so as to improve teachers' scientific research level. In the process of reflective teaching, teachers should continue to learn, enhance their enthusiasm for professional development, update teaching concepts, actively find problems in teaching, analyze the reasons and find solutions, improve the effect of reflective teaching, and finally realize their professional development.

##### **4.2 Establishing a cooperative learning team**

Learning from each other and self-reflection in group cooperation can effectively improve the effect of reflective teaching. The teacher team can promote teaching, scientific research and

experience exchange with a long-term cooperative mechanism, so that teachers are closely linked together under the guidance of common learning objectives, sharing knowledge, resources, mutual cooperation and common growth. Reflective teaching of college English cannot be separated from team building. On the one hand, the professional development of teachers cannot be separated from the cooperation of the team. Team resources can make up for the lack of teachers' knowledge. Team members can communicate with each other the problems encountered and experiences gained in reflective teaching, and supplement their own shortcomings with others' strengths, thus updating teaching concepts and improving teaching ability. On the other hand, the environment of teamwork is also conducive to the realization of reflective teaching. Relying on the teaching team and regularly exchanging experiences and finding problems can form a good team cooperation atmosphere and realize common progress. Therefore, relying on the strength of groups for mutual learning and professional development is an effective method of reflective teaching and an important way to realize independent professional development.

## **REFERENCES**

- [1] Dewey J. How we think: a restatement of the relation of reflective thinking—the educative process [M]. Boston: D.C. Heath & Co., 1933:12.
- [2] Xiong Chuanwu. Theory and Practice of Reflective Teaching [J]. Shanghai research on education, 2002 (6): 5.
- [3] Wang Jinghua, Han Hongmei, Cui Xin. Practical Research on Teacher Team Building Based on the Theory of Professional Learning Community [J]. Journal of Hebei University, 2013 (2): 136.