

Reflective Learning:
Fostering Motivation, Metacognition, and Autonomy and Raising Language Learning Strategy
Awareness

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Abstract

This paper illustrates how reflective learning can enhance English language learners' (ELLs) learning experiences by forming deeper personal connections to what they learn and how they learn. In particular, reflective learning's influence on three variables is examined: motivation, metacognition, and autonomy. Different theoretical perspectives on reflection and learning are also examined in order to establish a reflective learning framework for teachers and students. Furthermore, the paper discusses how student reflections can be assessed using a scale or coding scheme with clearly defined levels of reflection. The paper also explores how to incorporate reflective learning in a language classroom using journals, discusses language learning strategies (LLS) as a topic of reflection, and highlights some of the challenges with a reflective learning program. Finally, this paper provides supporting techniques to enhance reflective learning and presents a lesson unit to illustrate reflective learning in action in a language teaching context.

Introduction

In the realm of language learning, students are inundated with language experiences and bombarded with information. This can result in many language learning challenges, such as the length of time to learn the language, less certainty about success, retaining new information, and difficulties linking progress and achievement. Two concepts that may work to overcome these challenges are reflection and reflective learning. This paper examines the role of these two concepts in teaching and language learning, identifying techniques to help learners form deeper connections with what they are learning and how they are learning. In particular, the paper examines the available evidence regarding reflective learning's influences on motivation, metacognition, and autonomy. In addition, I discuss implications and supporting tools to enhance reflective learning, after which a lesson plan that illustrates how a reflective learning design can be implemented in a speaking and listening second language (L2) classroom is presented. Fostering reflective thinking skills through collaborative reflections, feedback, and journaling raises motivational and metacognitive awareness and focuses student attention on their language learning strategy use. This, in turn, can develop learner autonomy and paves the way for a deeper approach to learning, changing the way students interact with their language learning experiences.

1. Reflection as a Tool for Learning

1.1 Why Learning Needs to be more Reflective

ELLs are faced with numerous language challenges inside and outside of the classroom. One overarching challenge for them can be drawing connections between learning experiences to form new perspectives and applying these new perspectives in future learning experiences.

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For many students, the absence of drawing connections might be due to a lack of motivation or engagement, a lack of awareness of the process to achieve deeper learning, or a lack of understanding and control over their own learning processes.

Slowing down and reflecting on language learning experiences can help ELLs form deeper connections with materials, concepts, and strategies for learning. Reflection enables students to think deeply about their actions and emotions before, during, and after language experiences, distancing them from a surface approach to learning. A surface approach to learning involves solving tasks quickly, not attaching personal or cognitive meaning to tasks, relying more on rote memorization, preferring tests over strategic learning exercises, generally focusing on only what is required rather than exploring additional learning experiences, and focusing more on grades rather than the quality of learning (Peltier, Hay, & Drago, 2005).

Students should strive to develop a deep approach to learning, which involves a careful consideration of new information, problems, and/or challenges and relating it to personal experiences to make meaningful connections. A careful consideration is achieved through reflective thinking, which involves identifying the challenges, forming ways to overcome them, and then taking action, resulting in a meaningful experience. Brown (1994) describes meaningful learning as the process of relating and anchoring new material to established cognitive structures, or prior knowledge (p. 80). Moon (2004) adds that meaningfulness is an individual judgment, which means the learner decides what is meaningful in the context of his or her learning. For example, a student majoring in physics might find Einstein's theory of relativity more meaningful than a student majoring in history. The questions then become, how can ELLs form their own meaningful connections with language experiences and how can

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language teachers support them to develop a deep approach to learning and draw meaningful connections that foster language learning? One answer is reflection.

John Dewey (1933), an American psychologist, philosopher, and educational reformer believed that reflection is a key ingredient to forming deeper connections with an experience, defining it as “Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (p. 9). He believed that reflective thinking frees us from a surface approach to learning, which includes routine activity and unconscious thought processes. In language learning, students may often fall into routine patterns that lead them to accomplish tasks without much cognitive effort, such as merely preparing for the next exam and disregarding efforts to use the language outside of the classroom. Furthermore, Dewey argued that once routine habits are formed, this behavior often leads to decreased motivation, decreased learner autonomy, and a lack of metacognitive awareness.

Dewey (1933) also believed that reflection raises awareness of our own thought processes and how we interact with experiences. Once we are aware of our own learning process through reflection, according to Dewey, we are able to take control over it and form meaningful connections. For example, a student that watches a film during class might be attentive and learning on a surface level but might not be forming connections to prior knowledge and experiences and constructing new meanings. This begs the question, what exactly did this student learn? In a way, Dewey is arguing that deeper learning requires reflection. Indeed, making these connections is considered a critical component of the learning process, so reflection seems like a necessary condition for learning. In addition, he argues that

reflection fosters a curiosity to learn and form new perspectives, which enriches our experiences by providing meaning to them. According to Dewey (1933), the power and reward for exercising reflection is that there is “no limit to the continual growth of meaning in human life” (p. 21). Through reflection, students can discover more about themselves and gain insight on what they want to learn, why they want to learn, and how to do it.

1.2 What is Reflective Learning

Imagine an English language teacher asks his or her students to reflect on a particular subject matter, such as the process for writing an essay. How might an ELL interpret this request? In Merriam-Webster’s Dictionary, there are nine definitions for reflection. This particular student might just look in the mirror and see a reflection of him or herself or attempt to hold up the object of reflection toward the light to see if he or she can reflect light waves from the surface of it. Both of these actions are considered within the definition of *reflection*. More than likely, the teacher meant for the student to ask questions about his or her learning and to consider some new thought, idea, or opinion formed from careful considerations of the material.

For the purpose of this paper, I define *reflection*, which will be used interchangeably with *reflective thinking*, as a cyclical and systematic thought process that raises awareness of individual learning styles, metacognitive abilities, actions, decisions, emotions, motivations, learning strategies, and/or beliefs and attitudes regarding the learning process. Once an awareness has been achieved, ELLs can use this knowledge to answer questions about their learning process, develop relationships with prior knowledge, form deeper meaningful connections to personal experiences, and foster their language development, especially in

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areas where they might be struggling. This entire process is defined as *reflective learning*. For example, students can focus on improving their writing by reflecting on their writing process and what might help them become better L2 writers. A student who wants to improve speaking or listening fluency can reflect on the strategies they have used and whether those strategies are effective and useful. Ultimately, this process can enable students to take learning into their own hands and experiment with new language strategies and learning styles that can guide them on their language learning journey.

The concept of reflective learning informs many different theories and teaching methodologies. For example, since Dewey's (1933) early call for reflection in education, other theorists such as Schon (1987), Boyd and Fales (1983), Boud, Keogh, and Walker (1985), and Kolb (2015) have provided additional perspectives of similar reflection-oriented developments, shown in Table 1.

Table 1: Perspectives on Reflection

Author(s)	Focus of Reflection	What Reflection Entails
Dewey (1933)	<i>Developing Reflective Thinking Skills</i>	<i>1) Adopting the right attitude 2) Experience 3) Interpretation of experience 4) Naming the problems and questions 5) Generating possible explanations and hypothesis 6) Experimenting or testing the hypothesis</i>
Schon (1987)	<i>Developing Critical Thinking Skills</i>	<i>1) Reflection-in-action 2) Reflection-on-action</i>
Boyd & Fales (1983)	<i>Forming New Perspectives and Understandings Related to the Self</i>	<i>1) Defining reflection 2) Becoming aware of own process 3) Controlling the process 4) Facilitating the process to form resolutions or new perspectives 5) Acting on the new perspectives</i>
Boud et al. (1985)	<i>Reflecting on Affective Factors</i>	<i>1) Returning to the experience 2) Attending to feelings 3) Re-evaluating the experience</i>
Kolb (2015)	<i>Learning from Experience</i>	<i>1) Concrete experience 2) Reflective observation 3) Abstract conceptualization 4) Active experimentation</i>

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These theoretical perspectives can inform teachers and students about different aspects, actions, and steps one can take to become a reflective learner. According to Kalk, Luik, Taimalu, and Taht (2014), the concept of reflection and what it entails lacks consensus and a universal definition between researchers, theorists, and educators. Rodgers (2002) adds that since reflection is an abstract concept it can be difficult to define, observe, and assess. However, by establishing a framework for reflection, teachers and students will be able to visualize the process and potential learning outcomes, thereby creating a concrete objective and goal that can be assessed. Hence, let us now examine some of the similarities and differences of these theoretical perspectives on reflection, and establish a clearer understanding of potential frameworks for fostering reflective learning.

One of the first distinctions that can be observed from Table 1 is that Dewey (1933) believed the first step of reflection requires the right attitude and motivation, and is influenced by an affective, or emotional, dimension. He outlines five essential attitudes that lead to deeper reflection: whole-heartedness, directness, open-mindedness, responsibility, and readiness. *Whole-heartedness* refers to being enthusiastic and curious regarding the subject matter. Without a passion or interest in the subject being reflected upon, students might find it more difficult to learn new knowledge. Secondly, *directness* refers to the confidence in one's ability to reflect without feeling judged by others or spending time wondering what others may think. This requires some element of self-awareness or understanding of one's emotions toward a particular event. Thirdly, students must be open to new ideas, perspectives, and ways of thinking in order to create new understandings that might not have initially been in line with their own beliefs. Next, *taking responsibility* means considering the implications of one's

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thoughts, and how taking action on new perspectives will lead to their growth and development. Lastly, in order for students to reflect properly they must have a curiosity and desire to grow intellectually. Rodgers (2002) expands on this view by adding that the attitude of the student during reflection either opens the way for learning or blocks it (p. 858). In this way, Rodgers and Dewey believe that the attitude and motivation of the student influence the potential to elicit deeper reflections and achieve deeper learning.

Schon's (1987) view of reflection focuses on developing critical thinking skills through reflection-in-action and reflection-on-action. *Reflection-in-action* involves reshaping and restructuring actions while in the process of an experience. *Reflection-on-action* involves thinking back to determine what could have been done differently (p. 26). Schon argues that these actions can help teachers deal with unexpected situations and problems, especially in the classroom. Moreover, it can help develop critical thinking skills and the ability to solve immediate problems. Brookfield (2012) also agrees with the notion that reflection can foster *critical thinking skills*, which he defines as the process of hunting assumptions, discovering how we think and act during this process, and then checking assumptions for accuracy and validity (pp. 24-27). According to these two theorists, if teachers or students take the time to reflect, or stop and think, on their actions they can develop the skills necessary for overcoming obstacles and assumptions associated with learning. That is to say, reflection influences one's ability to think metacognitively.

Boyd and Fales (1983) hold a similar view to Dewey's (1933) perspectives on reflection, arguing that "reflective learning is the key element in learning from experience" (p.101). They argue that the outcome of reflection is a new understanding or perspective about the self and

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the world around us. Furthermore, they believe that the reflective process, once understood conceptually, can be controlled to enhance existing knowledge and understandings. In addition, they argue that the strategies involved in reflective learning, which includes awareness, control, resolution, and action, can be trained or learned. These theorists make two important distinctions regarding reflection that are different from the other authors. First, defining reflection and what it entails conceptually is an important element of the process. Secondly, that through practice, training, and awareness one can control reflective thinking to form new perspectives. That is to say, they argue that reflection does not necessarily need to happen during or after an experience, but before the experience as well.

This perspective is slightly different than Boud et al. (1985), who focus more on reflecting on affective factors after an experience, stating that reflection in learning is the “intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations” (p.19). Their three-stage approach to reflection: returning to the experience, attending to feelings, and re-evaluating the experience, is a way to reveal and deal with negative thoughts, feelings, and emotions that may become barriers to learning if not attended to, while also revealing the positive that can be used to enhance learning. An important step from their perspective is providing a clear, detailed description of the experience that is being reflected on, which in their mind can help students better picture the thoughts and emotions during that experience.

One final perspective on reflection that is highlighted in Table 1 comes from Kolb (2015). He suggests that reflection is only one facet of a greater learning process, which he outlines in his theory of experiential learning. This theory highlights the learning process using a four-stage

cyclical model, which includes concrete experience, reflective observation, abstract conceptualization, and active experimentations. While Kolb argues that reflection is only an element of the learning process, his theoretical process for learning from experiences resonates with the other authors' views on the process for reflection. Some of these similarities within the process include: an experience or object for reflection; raising awareness to the thoughts, feelings, emotions, and decisions made within the experience; evaluating these attributes in light of prior knowledge and experiences; forming new perspectives from this evaluation; and finally, experimenting or acting on these new-found conclusions.

From this analysis of these theoretical perspectives associated with the process of reflective learning, a basic framework for reflection emerges that suggests a deeper approach to learning, thereby changing the way students can interact with an experience. First, obtaining the right attitude and motivation is a key element for engaging in reflection. Second, developing an understanding of the process, including how it works and why it can benefit, helps one take control of the process. Lastly, thinking metacognitively and reflectively, which includes careful consideration before, during, or after an experience and relating it to prior knowledge can produce meaningful outcomes.

Figure 1. Framework for Reflective Learning

- Obtaining the right attitude and motivation for reflection
- Developing an awareness and understanding of the process
- Controlling the process through guided practice and feedback
- Thinking metacognitively and reflectively with an experience to form new perspectives
- Relating these new perspectives to prior knowledge to produce meaningful outcomes

A goal of reflective learning is to change the way students interact with an experience to form meaningful connections. There are several potential meaningful connections or outcomes that are essentially the products of reflection. Moon (2004) proposes several of these potential meaningful outcomes, such as learning, knowledge, and understanding; some form of action; a process of critical review; personal and continuing professional development; new information regarding metacognition and metacognitive abilities; the forming of new perspectives and theories from observations in practice situations; the making of decisions/resolution of uncertainty; the solving of problems; unexpected outcomes, problems, or dilemmas; emotion; and lastly, clarification and the recognition that there is a need for further reflection (p. 84). According to Moon, these potential outcomes are what links reflection with the process of learning and that while learning is a potential outcome, these factors are also concerned with how new understandings and knowledge is used to achieve other purposes, such as thinking critically, raising awareness to thoughts, emotions, and learning strategies, and illustrating or visualizing parts of the reflective learning framework outlined in Figure 1.

So far, we have examined theories of reflection and reflective learning that can potentially foster a deeper approach to learning. One final question to consider before we analyze the research associated with our framework is can reflection be assessed? To answer this question, we turn to two studies that investigate the ways levels of reflection can be assessed.

1.3 Assessing Levels of Reflection

Kember et al. (1999) devised a coding scheme, shown in Table 2, to investigate whether the levels of reflective thinking, or depth of reflections, outlined in the table can be assessed. In

order to test the reliability of this coding scheme, they analyzed student journals and a final reflective paper. However, before examining the study, let us examine their theoretical framework for levels of reflection.

Table 2. Levels of Reflective Thinking

Non-Reflective Actions			
1. Habitual Action	2. Introspection	3. Thoughtful Action	
Reflective Action			
4. Content Reflection	5. Process Reflection	6. Content and Process Reflection	7. Premise Reflection

Adapted from Kember et al. (1999)

According to Kember et al., when one interacts with an experience, he or she conducts either non-reflective actions or reflective actions. Non-reflective actions involve three subgroups, habitual action, thoughtful action, and introspection. When students complete an activity unconsciously or automatically with little conscious effort, they are performing habitual action. Likewise, thoughtful action occurs when students use existing knowledge without attempting to appraise that knowledge. In other words, their learning remains stagnant and their understandings and perspectives remain the same. Lastly, introspection encompasses a recognition or awareness of feelings, but the student does not ask how or why these feelings have developed during an experience. These researchers consider these actions non-reflective because they do not re-examine or test the validity of prior knowledge (pp. 20-22).

Conversely, Kember et al. believe that reflection should critique prior assumptions and formulate new understandings to solve problems, similar to Schon's (1987) perspectives on

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fostering critical thinking through reflection. According to these researchers, this type of reflective action involves three categories: content reflection, process reflection, and premise reflection. *Content reflection* means reflecting on “what we perceive, think, feel or act upon” (p.107). *Process reflection* examines how we think, and *premise reflection* involves “becoming aware of why we perceive, think, feel or act as we do” (p. 108).

Kember et al. (1999) outlined this framework in order to assess and analyze the depth of student reflections. These researchers tested this reflective coding scheme on three journal entries and a final reflective essay, which was supposed to cover the relevant points of the material covered in class. After analyzing the student reflections using this assessment tool, they found that it was a reliable way to assess and provide feedback. However, one limitation that should be considered is the interpretation of the meaning of what students wrote, which is making the decision of whether something is reflective or non-reflective. To clear up this ambiguity, the researchers conducted interviews to clarify the intentions of the writing. They also analyzed the reliability of this assessment system and report their system was reasonably reliable. This suggests that by defining a clear reflective process, teachers can use it as a rubric for assessment and feedback, while gaining a better understanding of the reflective characteristics of their students.

Another assessment tool for reflection, adapted from Kember et al. (1999), is outlined by Peltier et al. (2005) in what they label as the Nonreflection – Reflection Continuum, shown in Table 3. They conducted a study to assess student perceptions of their reflective thinking habits associated with program quality and outcomes. Before analyzing the study, let us first examine their framework for reflection.

Table 3. The Nonreflection – Reflection Continuum

Nonreflection/Surface Learning		Reflection/Deep Learning	
1. Habitual Action	2. Understanding	3. Reflection	4. Intensive Reflection

Adapted from Peltier et al. (2005)

These researchers define four degrees of reflection beginning with nonreflection/surface learning and ending with reflection/deep learning. The nonreflection level incorporates habitual learning and understanding. *Habitual learning* involves lower level thinking skills associated with minimal thought and engagement when completing a task. They consider memorization and other surface level learning techniques to be the monumental strategies for habitual, repetitious learning. *Understanding*, on the other hand, is one level higher and requires a deeper thought process but is still not considered reflective because the main goal is comprehension. One example of this process is when students read textbooks to learn and comprehend new concepts, without changing preexisting perspectives. The next two levels, *reflection* and *critical/intensive reflection*, are reached when learners challenge assumptions, seek alternatives, and identify areas for improvement. Deep reflective learning occurs when students become aware of how and why they think the way they do. This leads them to change firmly held beliefs and the way they think for personal growth and development (pp. 253-254).

These researchers tested this scale by asking students to complete a 56-item questionnaire regarding their perceived reflective learning levels associated with program quality and career enhancement. The findings indicated that when students felt programs

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required habitual lower level thinking and nonchallenging learning experiences, the students' reflection ratings were low. On the other hand, when programs provided challenging learning experiences, students' felt that intensive reflection was important to enhance learning. These findings suggest that challenging learning experiences may indeed foster deeper reflections from students. Moon (2004) argues that reflective learning often occurs when the material is challenging because in order to make it meaningful, understandable, and relatable, students must take a deep approach to learning to form new connections and perspectives that link with their own schemata, or prior knowledge (p. 87).

For teachers, these two assessment tools highlight the importance of clearly defining a reflection process in order to analyze, measure, and assess students' reflective thinking on a particular experience. Furthermore, teachers can adopt these ideas for reflective and nonreflective actions when creating their own framework for informing students on the reflection process. Final reflective essays or presentations might indeed be the best course of action for assessing student reflections, instead of assessing each individual reflection. This might be more practical since it gives students more time to reflect and puts less pressure on teachers. However, this should not hinder teachers from providing feedback and encouragement as students create individual reflections that lead to a final reflection.

2. Studies on Reflection and Learning

In this section, the variables within our reflective learning framework, which include attitude and motivation, metacognition, and autonomy are discussed.

2.1 Motivation and Reflective Learning

One of the fundamental actions that helps begin reflective learning processes, as well as begin any language task for that matter, is motivation. Some of the fundamental questions regarding reflection is how can teachers encourage and engage students to reflect, how does motivation influence reflection, and does an increase in motivation lead to deeper reflections and deeper learning outcomes? This section examines the role of motivation in language learning and discusses some of the research that investigates the connection between reflection and motivation.

There are multiple definitions of motivation depending on the theoretical backdrop one adopts. According to Dornyei (2001), motivation in language learning is the innate desire to learn the language and the attitude toward learning (p. 16). Brown (2007) adds that motivation is associated with the choices a learner makes in pursuing goals and the effort to achieve those goals (p. 85). A student that has intrinsic motivation completes a task “for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development” (Ushioda, 2008, p. 21). Intrinsically motivated students typically like to utilize their skills to overcome new challenges, learn new skills, and gain new perspectives. On the other hand, students who prefer extrinsic motivation complete tasks for an external reward or to avoid punishment (Ushioda, 2008, p. 21). According to Dornyei (2001), developing intrinsic motivation is key to developing autonomous language learners who have acquired strong reflective thinking skills. Autonomous language learners take responsibility and control over their own learning and are able to motivate themselves throughout the learning process. However, for students to become reflective learners, extrinsic motivational factors, such as

applying a grade to reflective learning tasks, may need to be implemented in order to push novice learners to start reflecting.

To support Dornyei's (2001) position that intrinsic motivation develops autonomy and to investigate the role of extrinsic and intrinsic motivation associated with a language task, Bhattacharya and Chauhan (2010) conducted a study where they asked whether blogging, a medium that can be used for reflection, related to extrinsic motivational factors or intrinsic ones and how motivations influence learner autonomy. They designed a reflection task where students were asked to maintain a journal and answer questions related to their blog posting project. These questions included: How did you plan your project? What did you learn during your project? What problems did you face? How did you overcome these problems? What would you do better next time? To foster extrinsic motivation, the students were offered a financial reward by inserting advertisements within their blog posts.

The researchers hypothesized that the students would respond more to the extrinsic factors rather than intrinsic. However, the interview questions and student journals revealed that 67 per cent of the learners were motivated intrinsically by acquiring a sense of achievement, conducting self-motivated corrections on the blog posts, and carrying out their work independently. That is to say, first, intrinsic motivation developed a sense of autonomy. Secondly, this also suggests that extrinsic motivational factors can lead to intrinsic ones, especially if students are able to notice progress on their individual work. Furthermore, this intrinsic motivational awareness can be achieved through reflective journaling and asking students questions regarding their decision-making process. Dornyei (2001) argues that one of the major challenges with motivation is identifying the central motives that engage learners to

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complete a task. The findings of this study suggest that teachers can understand students' motives by asking them to reflect on what drives them to learn and how they learn (Bhattacharya & Chauhan, 2010).

One important caveat to consider regarding autonomy and motivation, is that learners can have a sense of control and responsibility over their learning and yet lack motivation to accomplish language learning tasks. A study conducted by Liu (2015) investigated the relationship between learner autonomy and motivation with 150 English learners in Taiwan by analyzing two questionnaires, one for sense of autonomy and one for motivation. The results of these questionnaires revealed that while higher motivation yielded higher autonomy scores, many autonomous learners felt unmotivated to complete tasks outside of the classroom. Liu argues that while fostering motivation is difficult, it is imperative for students' language learning since much of the language learning occurs outside of the classroom. This suggests that if reflective learning is to be incorporated, then teachers should employ techniques that help foster motivation, such as implementing extrinsic motivational factors (assessment) and raising awareness to intrinsic factors (internal rewards) discussed previously.

Another technique to encourage reflection was investigated by Lehmann et al. (2014). They investigated the effectiveness of using reflective questions before a task to foster motivation. The method for exploring this involved giving one group reflective questions before being asked to write an essay and having another group write the essay without answering these questions. These questions related to how the students would essentially plan and write their essays. Using a motivation questionnaire to assess the students' motivation after the task, they discovered that the reflective questions positively motivated students. The researchers

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hypothesized that this enabled students to plan and prepare for the upcoming task. Not only does this imply that reflection can foster motivation, but reflection can help students plan for future learning tasks.

Examining the role motivation has in reflection, Velzen (2004) found that higher motivation leads to deeper reflection. This researcher investigated whether the depth of self-reflective thinking correlated with the students' motivational engagement. He developed a Self-Reflective Thinking Questionnaire in order to measure the reflective processes of ninety-six students. This questionnaire contained three questions with a 7-point Likert scale and each question included an open-ended question to allow for deeper thinking. Furthermore, a 21-question Student Motivational and Situational Questionnaire was administered to observe the students' motivational levels. The researcher also received information on the overall grades of each student in order to compare the questionnaire results to academic achievement. Furthermore, four self-reflective thinking scores were established: intention to self-reflect, reflect on understanding, reflect on personal relevance, and reflect on improvement. The students received both of these questionnaires at the end of a lesson to determine their level of reflection and motivations.

The findings of this study suggest that more successful students tended to be more motivated and reflected deeper on the personal relevance of the material. In addition, the more successful students related to three out of the four self-reflective thinking scores. Meaning, they tended to have a higher intention to reflect and reflected more on personal relevance and improvement than less successful students. These findings suggest that the more students are motivated the more they are willing to reflect on their learning experiences.

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Getting students motivated to learn, or to actively engage themselves in learning, can be challenging, especially if psychological process such as low self-esteem and low self-efficacy weighs the student down. Moreover, students that are struggling academically can possibly benefit from reflective thinking training.

If we explore the implications of the studies discussed throughout this section, we notice that motivation indeed plays a role in encouraging students to reflect, and that even autonomous learners need encouragement to do so. To increase ELLs motivation for reflection, they will need to believe that it is worth their time and effort and will need scaffolding to foster encouragement. In this way, the teacher has some responsibility to foster, develop, and promote reflective learning through techniques such as assessment, reflective questions, and raising awareness to internal rewards. Ultimately, teachers must try their best to reduce any self-doubt, any negative attitude or emotion, and demonstrate to students how these emotions can influence their motivations and reflections.

2.2 Metacognition and Reflective Learning

Another element within this reflective learning framework is to activate and enhance metacognitive abilities that enable deeper learning outcomes. Metacognition refers to “individuals’ awareness and management of their learning processes” (Raofi, Chan, Mukundan, & Rashid, 2014, p. 37). In other words, it is simply defined as thinking about thinking. According to Anderson (2008), “Metacognition results in critical but healthy reflection and evaluation of thinking that may result in making specific changes in how learning is managed, and in the strategies chosen for this purpose” (p. 99). In this way, reflective thinking and metacognitive thinking are very similar, because they both attempt to evaluate learning in

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a similar way. However, in the literature, metacognition is typically more focused on planning, monitoring, and self-evaluating one's learning. Reflection, on the other hand, is a more abstract concept because the thinking process can vary, and one can reflect on a number of different topics.

Furthermore, metacognition and reflection both fall in Oxford's (1990) and O'Mally and Chamot's (1990) taxonomy of language learning strategies. These two strategies allow students to critically think about their learning process and analyze the strategies they use for individual tasks. This resonates with Dewey's (1933) view that in order to make meaning from an experience, students must be able to think critically about the choices they make toward accomplishing their goals. Through reflection, students can raise awareness of their metacognitive abilities and capacity to learn, while also managing the strategies used to complete a particular task (Raofi et al., 2014). This may be particularly challenging for novice ELLs, and might require training, practice, and support from teachers. For example, after a reading exercise, posing reflective questions can raise awareness to how students approach new vocabulary, and their strategies for understanding and comprehending the reading.

To investigate the relationship that metacognition has in language learning, Raofi et al. (2014) conducted a meta-analysis of 33 metacognitive studies from 1999 to 2013 and highlighted four significant findings.

First, they found that metacognitive training can influence learners' language performance in a positive manner. In a recent study conducted by Diaz (2015), which will be discussed in depth in section three regarding learner strategy training, she discovered that strategy intervention that includes raising awareness, instruction, practice, and reflection on

strategy use, can foster language learning. This suggests that training students to use reflections as a strategy tool can be beneficial and foster language development.

Second, metacognitive instruction can also promote metacognitive knowledge and strategy usage. Raofi et al. (2014) mention several studies (Graham & Macaro, 2008; Lam, 2009; Nakatani, 2005; Nguyen & Gu, 2013; Vandergrift & Tafaghodtari, 2010; Zenotz, 2012) where it was reported that metacognitive instruction improved language proficiency through strategy knowledge and usage. One of the purposes of reflective learning is to raise awareness to students' perceptions of their own strategy use. A widely used reflective learning technique to achieve this, language journals, will be discussed more in depth in section three.

Third, metacognition was found to be a strong predictor of language performance, where students that used more metacognitive resources in their language learning tended to be more successful when performing language tasks. This finding illustrates the importance of metacognitive training and instruction when conducting reflective learning tasks. Lastly, the researchers found that language proficiency, educational level, learning styles, and strategy use all affect metacognition. Teachers that utilize reflective learning techniques need to understand the learners' background, proficiency level, and learner needs, which will help them create a reflective framework that fosters language development (Raofi et al., 2014).

Prompting learners to think metacognitively, or reflectively, may indeed be an effective instructional method to encourage deeper level learning. To support this claim, let us return to the study conducted by Lehmann et al. (2014), in which they investigated the use of reflective questions before a task to encourage motivation. In the same way, they examined how these pre-reflective questions influenced domain-specific knowledge, or knowledge about the topic

considered in the scenario given to the participants. Following a pre and posttest design, they conducted a domain-specific knowledge test to analyze the depth of learning between a reflective question group and non-reflective question group. The results showed that the reflective question group outperformed the other group with regard to their domain-specific knowledge gain. This illustrates that pre-reflective questions regarding the topic or language task can foster a deeper level of learning, in part because metacognitive thinking can be activated before the learning task through reflection, which enables students to begin linking prior knowledge with new information.

2.3 Autonomy and Reflective Learning

Another step in the reflective learning framework requires a sense of autonomy for controlling the process to form connections that are meaningful. *Autonomy* is the capacity to control learning and the ability to critically reflect, make decisions, and take action for one's own learning development (Little, 1991; Benson, 2001; Cotterall, 2008). According to Huang and Benson (2013), *capacity* refers to the learner's ability (skills and knowledge), desire (intention to learn), and freedom (control over learning). Researchers such as Benson (2001) and Cotterall (2008) believe that autonomy plays an important role in language learning. According to Benson (2006), decades of research in the field have led to practical applications associated with how learners can take control of their own learning and make decisions that enhance their language development. Therefore, the relationship between autonomy and reflective learning is for students to take an element of control in how they process information when confronted with a new experience. This includes reflecting on their own abilities and desires to enhance their learning. While I have explored the relationship between autonomy

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and motivation in regards to reflection in a previous section, let us look deeper into how autonomy can directly affect reflective learning.

This relationship was investigated by Lor (1998), who was interested to learn about students' reflective practices outside of class without training them on the process first. The participants, twelve English language students, wrote biweekly reflections on their learning activities. The researcher was particularly interested in knowing what kinds of topics the students would reflect upon. He identified six categories that were the "objects of reflection". These categories were learning events or situations, the learner's role in the learning process, the learners' feelings about learning and learning events, learning gains, difficulties associated with the learning process, and decisions and plans (p. 206). The researcher analyzed the journals from two dimensions of reflectivity: integration and transformation. The first was achieved if students considered cognitive and affective factors associated with the context of learning. The second was achieved if students reworked their experiences and formulated new perspectives.

Lor (1998) found that the majority of journal entries did not fall into either category, and that students found the process of reflection difficult. Without prior training and instruction of the reflection process, students encountered obstacles when asked to reflect. For example, it was reported that the students often did not know what to write. They were also asked to use the target language, which raises the question of whether deeper reflections can occur when students use their first language. However, if teachers do not know the student's first language, they will not be able to assess or offer feedback. Lor also observed that deeper reflections seemed to be triggered more often by challenging learning experiences, which supports Moon's

(2004) argument discussed in section one that perhaps one way to activate reflection is by providing students with a challenging experience. These types of experiences encourage students to form meaningful connections through reflection.

Overall, the journals enabled Lor to learn about the students' capacity to reflect as well as the cognitive and affective factors that affected students while learning. However, the findings of this study suggest that without the ability or desire to reflect, students might not benefit as much from reflective activities. Training students through guided practice and feedback, two techniques discussed in the next section, may indeed enhance the process so that students can form meaningful connections. Once students have a grasp of the process, controlling it will likely become easier for them. As they become more autonomous through reflective learning, they can find more opportunities for reflection that can activate a deeper approach to learning.

3. Reflective Learning in Action

This next section describes an example of a successful reflective learning situation, introduces an important topic that students can reflect upon, and discusses some of the challenges and obstacles associated with implementing a reflective framework in the classroom. In addition, this section examines a reflective learning technique that has been widely used within the literature associated with reflection, the language journal.

3.1 Activating Reflective Learning through Language Learning Journals

One of the ways to activate and promote reflective learning as well as train students to think reflectively is through the use of language learning journals, or diaries. There is a body of research that focuses on using language journals to reveal information about language

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acquisition (e.g., Schmidt & Frota, 1986), learner strategies (e.g., Oxford, 1996; Riley & Harsch, 1999; Halbach, 2000; Ma & Oxford, 2014), learning styles (e.g., Carson & Longhini, 2002), and attitudes toward learning (e.g., Huang, 2005). Using journals as a reflective learning tool provides students with a unique opportunity to practice reading and writing while training them to think metacognitively and create relationships between new information and prior knowledge. In other words, they provide a medium for students to write down their reflective thoughts and perspectives on paper, which they can return to for deeper reflection. In addition, journals allow students to create personal narratives regarding their language learning experiences, and these narratives can serve as discussion topics between teachers and peers. These characteristics are what make language journals exceptional scaffolding tools for reflective learning and using this technique can be easily integrated into a course to promote language learning objectives.

For example, returning to the scenario where the teacher asks the students to reflect on their writing process as they write an essay, let us now visualize how reflective learning through the use of language journals can be implemented. According to Ma and Oxford (2014), there are two important types of information that can be recorded in journals, observable context and internal context. *Observable context* is information regarding the details of an experience and the environment, moreover, what can be observed from a bystander's point of view. *Internal context* is information that includes cognitive and affective process, such as thoughts, emotions, motivations, attitudes, and other internal responses (p. 101). Therefore, when implementing language journals, it is important to keep these contexts in mind as students are instructed on the process. Furthermore, as Lor (1998) discovered, students might need help

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writing their external and internal observations, especially if they do not have the language to do so.

Returning to the example, the teacher asks students to write a weekly reflection regarding their writing process on an essay. Typically, language journals are kept over a period of time, which allows for an on-going process of reflective thinking that enables learners to link learning experiences with their own learning processes. Furthermore, students can also visualize how their perspectives have changed over time. As for what to write in the journal, the teacher instructs students to answer what, how, and why regarding their writing experience. For instance, one question asks to describe your writing experience by analyzing what problems or challenges you faced when writing and planning what to write. Then, answer how you chose to overcome these challenges and problems, describing what steps were taken. Finally, answer why you chose these decisions and if given a chance, what would you have done differently or done better for next time. During this initial instruction, the teacher can show models of reflection, which helps lower anxieties about how to write in the journal and provides students with a mental model when conducting their own reflections. According to Watson (1982), using models as a basis for discussion can help learners visualize the features, such as the language one can use, of the written product.

As students maintain a reflective journal, the teacher can continue guiding students through feedback, encouragement, and collaborative reflection. Providing this type of support can help students deepen their reflections and help them develop their reflective thinking skills. Through collaborative reflection, a supporting technique to enhance reflection discussed in section 3.4, students can share with their peers their own learning process and learn how

others are writing, learning through vicarious experiences. After this guided practice, the teacher then asks students to write a final reflective essay, which allows for another opportunity for authentic reflection. In this final essay, students can demonstrate what they truly learned about their writing process and the outcomes of their decision-making. For students, what makes a reflective learning situation successful is that they recognize their own metacognitive abilities, motivations, and learning processes and use this awareness to form deeper meaningful connections. Journaling is one effective method for achieving this result.

3.2 A topic of Reflection: Language Learning Strategies and Learning Styles

Another effective way to approach and activate reflective learning to develop learner autonomy is to raise awareness of language learning strategies (LLS) and learning styles, which are key elements to how students learn a language. According to Oxford (1990), LLS are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). Learner strategies can vary with student learning styles, which Keefe (1979) defines as “cognitive, affective, and physical traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (as cited in Brown, 1994, p. 105). Oxford has been a proponent of using reflective journals to raise strategy awareness, which relates to Schmidt’s (1990) noticing hypothesis that states language acquisition is facilitated by noticing features of the language. Riley and Harsch (1999) argue that an “effective means of encouraging learners to notice or make this connection is to have them reflect on their experience learning and using the target language” (p. 2). Noticing ways to learn language, such as discovering and utilizing new strategies, can reveal new features of the language for learners.

In order to begin this noticing process, teachers might need to explain the types of LLS that exist. Oxford (1990) created a system of strategy classifications, which has been used by researchers (e.g., Ardasheva & Tretter, 2012; Yilmaz, 2010) conducting learner strategy analysis. She divided strategies into direct (strategies that directly involve the target language) and indirect (strategies that support and manage language learning without direct involvement with the language). Within direct strategies, Oxford created three sub-categories: memory (e.g. creating mental linkages, applying images and sounds, and reviewing), cognitive (e.g. practicing, analyzing, and organizing input and output), and compensation (e.g. making educated guesses and overcoming language learning barriers). Within indirect strategies, Oxford also created three sub-categories: metacognitive (e.g. planning and evaluating learning), affective (e.g. encouraging yourself to learn and lower anxiety), and social (e.g. asking questions and interacting with others). Oxford's methods for organizing strategies has provided a framework for analyzing learner strategies. According to her, the goal of this framework is to raise awareness of the different strategies to enable students to become more efficient learners. Journals support this goal by giving students a platform for focusing on their learning and the different strategies they employ.

In addition, Oxford (1990) used her strategy classifications to create a user-friendly scaffolding tool for raising awareness of different types of LLS, known as the *Strategy Inventory for Language Learning* (SILL). There are two versions of the SILL, one for English speakers learning a new language and another for speakers of other languages learning English (see Appendix #1). The differences between them range from the number of questions, the former containing 80 and the latter containing 50, and the depth of strategies covered. Each question

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represents a specific kind of learning behavior, and the strategies are categorized into six parts: remembering more effectively, using your mental processes, compensating for missing knowledge, organizing and evaluating your learning, managing your emotions, and learning with others. For each strategy, students answer two questions, how often they use the strategy and how useful is this strategy, using a five-point Likert scale. After conducting a strategy-inventory survey using the SILL, journals can be used to facilitate reflections regarding strategy usage in particular learning experiences. Riley and Harsch (1999) employed this technique to analyze the difference between strategy use and usefulness between EFL learners and ESL learners. The combination of the SILL and reflective journals helped learners become more aware of the opportunities to use LLS and how they might incorporate them in their language learning. That is to say, once an awareness of strategies has been raised through the SILL, journals can be used as a platform for describing engagement in using these strategies.

Reflection not only raises strategy awareness, but it can also be implemented to help train students on the effectiveness of strategies. There is the belief that learner strategy effectiveness can be fostered through training and practice (Diaz, 2015). In regards to strategy training and the learnability of strategies, Diaz discovered that raising awareness and providing explicit instruction and practice using strategies can benefit ELLs. Using the framework provided by Chamot (2005) that explicit strategy instruction informs students about the values and applications of strategies as well as applying Chamot and O'Malley's (1994) instructional method known as the cognitive academic language learning approach (CALLA), Diaz (2015) implemented a five-stage approach to instruct learners on metacognitive strategies for increasing vocabulary acquisition. The first stage was introducing and explaining the value of

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metacognitive strategies; the second was modeling the strategies; the third was allowing students to practice using strategies; the fourth was having students evaluate their own learning using journals; and lastly, having students reflect on their application of learning strategies. Through the use of journals, learners were asked to set personal goals, generate a plan for strategy use, record personal objectives, and record strategy use and the effectiveness of strategies.

The findings of this study indicated that awareness raising, instruction, practice, self-evaluation, and reflection on the use of metacognitive strategies contributed to the students improved vocabulary learning. By training students on strategies such as word repetition, word translation, using a dictionary, and reading words several times, the students were able to increase the number of words produced for individual activities. More importantly, the learning journals positively influenced the students learning by providing students with a mode for reflecting on their strategy learning and usage. According to Diaz (2015), the use of journals helped scaffold their learning process, noting that “As participants experienced the use of learning journals, they started framing their learning through the process of thinking, recoding their individual perceptions about their performance in each lesson” (p. 100). This study further supports the notion that reflecting on learner strategies using language journals can foster reflective thinking and promote language development.

Choosing a topic of reflection, such as learner strategies or other language learning experiences, might be challenging for some teachers since the list can be never-ending. Therefore, taking into account the needs of the students, or student interests, might help narrow down a topic. Diaz (2015) noticed that her students were struggling with vocabulary and

decided to choose the topic of vocabulary strategies, which lead to positive outcomes and positive responses from the students. The topic, however, is not the only challenge teachers might face when implementing a reflective design.

3.3 Challenges and Obstacles for Reflection

Before examining supporting techniques to enhance reflective learning, it is important to consider and raise awareness to some of the challenges and obstacles teachers might face when incorporating it in the classroom. First, deciding what language the students will use for reflection, such as their first language (L1) or the target language, needs some consideration. By using their L1, students might find it easier to reflect because they will be able to think and reflect with a language they are comfortable using. Rao and Liu (2011) conducted a journal study where most students, when given a choice, chose to use their L1 for reflections. However, while these researchers were fluent in the students' L1, many teachers may not be as fluent in the students' first language. Therefore, they will not be able to assess or provide feedback on their students' reflections. Furthermore, students that use their L1 will have less practice with the target language. If teachers choose the target language as the means for reflection, helping students with the language for reflection, such as providing keywords, sentence frames, and prompts, will help ease frustrations if students are struggling.

Secondly, the structure of the reflection, either guided or free, should also be taken into consideration. Guided reflections include explicit details on how students should conduct their reflections. For example, providing students with scaffolding such as directed guided prompts and questions can support the reflective process, but may inhibit deeper thinking from students. A less supported reflective structure, such as giving students the freedom to reflect

without supporting tools, might allow them to think deeper and be more creative. Xie and Lin (2015) discovered that the structure of the reflection can influence how students reflect. For one group of students, the researchers gave a list of keywords to use in their reflections and gave another group the freedom to reflect on their own. They found that scaffolding reflections encouraged students to use more content related words and kept students focused on task, using relevant concepts and knowledge in their writing that pertained to the topic at hand. Conversely, the group without scaffolding allowed students to explore new concepts and view the learning process in a different way. Deciding on the reflective design structure, teachers should take into account the goal of reflection and the level of the students. Novice learners might need more scaffolding, language support, guidance, and feedback throughout the process because their reflective thinking skills may not be as developed as higher-level learners.

Lastly, another important consideration is how reflections will be assessed. In section one, I discussed some of the ways that teachers can assess the content and depth of reflection by using a coding scheme (Kember et al., 1999) or scale (Peltier et al., 2005). Hourigan and Murray (2010) suggest that a final reflection, such as a final reflective essay or presentation, after students have conducted multiple guided reflections, can help save time on assessment and give students more time to develop their reflective thinking skills. By understanding how their reflections will be assessed, students will better understand the goals and objectives of reflection.

3.4 Supporting Techniques to Enhance Reflective Learning

Throughout this paper, I have mentioned various techniques to help teachers implement a reflective learning program and guide student reflections, such as using language

journals as a supporting tool and platform for reflection. This last section covers two more supporting techniques to enhance reflective learning, prompts and collaborative feedback.

Researchers (e.g., Davis, 2003; Boom et al. 2007; Lehmann et al. 2014) have taken into consideration the role of prompts to support reflections. According to Lehmann et al. (2014), prompts can be in the form of questions, sentences, pictures, visuals, and other forms of multimedia. Davis (2003) expands on this view and defines two types of reflection prompts, generic and directed. A generic prompt has students simply “stop and think” about an experience and leaves the reflection open to student interpretations. On the other hand, directed prompts provide students with more hints, details, and instructions to encourage reflection, such as using sentence frames to ask students for direct information on how they completed a task.

The research on which prompt is more effective for encouraging reflection seems inconclusive. For example, Davis (2003) investigated the effectiveness of generic versus detailed prompts to encourage student reflections. It should be noted that the participants in this study were middle school science students and not English language learners. Her primary research question was, “Do students need simply to be prompted to reflect, or do they need guidance in choosing a productive avenue for reflection?” (p. 116). She analyzed the responses of two groups of students that were asked to reflect on a science project. The first group was given generic prompts and second group was given directed. The results demonstrated that the students that were given generic prompts expressed more ideas, developed more understanding about the subject, and conducted better work on the project than the directed prompt students. She concludes that generic prompts are enough to stimulate student

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reflections, and that directed prompts can sometimes be confusing and hard to interpret for students. However, a limitation of this study is that the participants were not ELLs. Lehmann et al. (2014) and Boom et al. (2007) also investigated the use of prompts for reflection and discovered that more directed prompts encouraged deeper reflections from ELLs. The directed prompts also helped students foster a better understanding of the content, especially with lower level novice learners that were not familiar with the topic. Furthermore, in Lehmann's study, it was noted that prompts activated positive motivation and metacognitive thinking. The results of these studies suggest that while different types of prompts can affect students differently, using them can further enhance reflective learning.

Further supporting the use of prompts to enhance reflections, the concept of reflective learning is for students to think critically and answer questions regarding their learning experiences. Fines (2014) argues that prompts are important tools for guiding reflection because they can ask students to describe their experiences and actions; self-evaluate their actions or the actions of others; compare their decisions/choices with alternatives; identify their motivations, values, and assumptions that influenced their decisions; place their choices in context to other theories and patterns; and predict how their actions in the future might influence experiences and reflections (p. 2). Therefore, providing students with prompts that are clear and understandable can enhance and encourage reflection. In other words, they can activate students to think metacognitively and answer the right questions regarding their learning process (Davis, 2003).

Another technique to enhance reflective learning is by using collaborative feedback throughout the reflection process. Baleghizadeh and Mortazavi (2014) studied the influence of

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collaborative feedback on students' reflective journals. They were interested to discover how journals and collaborative feedback influenced learner's self-efficacy, defined by Wood and Bandura (1989) as "beliefs in one's capabilities to mobilize the motivation, cognitive responses, and courses of action needed to meet given situation demands" (as cited in Baleghizadeh and Mortazavi, 2014, p. 78). Furthermore, they wanted to investigate whether journals can increase the students' self-efficacy when written collaboratively with peers or with the teacher.

The participants were split into four groups, journal with no feedback (NFC), journal with teacher feedback (TFC), journal with peer feedback (PFC), and a control group with no journal or feedback (NJC). Within the journaling groups, students were asked to write notes on the effectiveness of the materials covered in class; learning strategies, goals, and problems encountered during the lesson; strategies applied to overcome problems and achieve goals; and the efficacy of the strategies and if believed they led to better learning. By the end of the study, the students completed 10 journal entries. In the TFC condition, the teacher provided students with feedback every other journal entry. The feedback included comments and questions regarding the student's content, depth of reflection, and the use of strategies reported by the learner. Likewise, in the PFC condition, students were asked to exchange journals with their peers and provide similar comments on each other's reflections.

To assess the students' self-efficacy and the influence of reflective journaling and collaborative feedback, the researchers had students complete a pre and posttest using a 17-item self-efficacy scale. The results of these tests showed that the TCF group outperformed every other group. That is to say, the teacher feedback combined with reflective journaling positively affected the student's language learning. Furthermore, the peer feedback group

outperformed the no feedback and no journal group. Another important find was that the journaling group with no feedback outperformed the group with no journals, which demonstrates that even without feedback, reflective journaling can benefit students. According to Baleghizadeh and Mortazavi (2014), the result of maintaining a journal provided students with a record of their achievements, thoughts, emotions, and strategy use pertaining to tasks, which facilitated their awareness of what can be done differently or more effectively in different learning contexts.

4. Changing the Way Students Interact with an Experience through Reflection

For English language learners (ELLs), there are several advantages to reflective learning including metacognitive awareness, taking responsibility for their learning, noticing actions taken when learning, noticing a link between progress and achievement, and understanding cognitive and affective factors that affect their learning. If ELLs ever have feelings of anxiety from the overload of information thrown at them or are struggling with a certain language aspect, reflecting can help them pause and think about the factors that are causing these obstacles. After becoming aware of these factors, they can then approach new cognitive or affective strategies that might help them achieve their goals. These changes of perspectives are the outcomes of the reflective process. The role of the teacher is to help students become more aware of what they think and how they think, which allows them to form new perspectives, conclusions, and understandings. Reflection can help students form deeper personal connections to what they learn and how they learn. The teacher is merely the guide that helps train students to become aware and take control of their own unique reflective

process, but it is up to the student to utilize this process to achieve their goals (Boyd & Fales, 1983).

Throughout this paper, we can see that the role of reflective learning practices can vary, meaning there are various techniques to achieve the goals, objectives, and/or the desired outcomes of reflection. For example, reflective learning can be associated with a particular language task or be utilized as a task on its own. It can be adapted to specific learner needs such as informing students about their use of language learning strategies (e.g., Oxford, 1996), and raise awareness of their emotions, attitudes, beliefs, and motivations toward learning (e.g., Huang, 2005). Reflections can be written or spoken. Within the literature, written reflections seem to dominate the basic framework for reflective learning; however, spoken reflections, through discussions or presentations, should not be disregarded as a tool for reflection. Collaborative reflections, reflective dialogues, and feedback can guide students throughout the reflection process and allow for deeper reflections and deeper understandings of the concepts being reflected upon (Baleghizadeh & Mortazavi, 2014). According to Boyd and Fales (1983), reflective thinking is not a linear process, and each individual will approach and respond to the process differently. Through guided practice and feedback, learners can begin to understand how reflection changes the way they interact with experiences.

The framework for reflective learning and supporting tools discussed within this paper can help ELLs become reflective learners. This framework, illustrated in Figure 1, includes obtaining the right attitude and motivation for reflection; developing an awareness and understanding of the process; controlling the process through guided practice and feedback; and thinking metacognitively and reflectively with an experience to form new perspectives; and

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relating these new perspectives to prior knowledge to produce meaningful outcomes. For ELLs, this process can reveal and raise awareness to their cognitive and affective process during the learning process. Furthermore, it can enhance their critical thinking skills by enabling them to ask the right questions. It is also a strategy for language development, as students can practice using the target language within their reflections and raise awareness to learning factors such as language strategies and learning styles. The more that students practice reflecting, the more they will be able to take control over their learning and develop a lifelong skill.

Lesson Unit

Using the framework of reflective learning and the supporting tools discussed within this paper, the following demo lesson unit aims to raise awareness about LLS, motivations to learn, and learning styles; develop metacognitive and reflective thinking skills (asking and answering questions regarding learning process); and foster language development in the areas of speaking, listening, writing, and reading. Furthermore, the lesson seeks to support learners taking ownership over their learning. To achieve these goals, the teacher will introduce the concept of reflection and reflective learning, including the process, values, and potential outcomes. The teacher will also guide students as they participate in collaborative reflective discussions that achieve the lesson's objectives.

Introduction

The intermediate speaking and listening English language course is part of an English Language Learning program at a Wisconsin university. This class is open to all community members and students who want to improve English language proficiency. While the focus of

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this course is improving speaking and listening, students will also have practice reading and writing associated with the learning tasks. Up to this point in the semester, the students have become accustomed with each other and have conducted a short 4-minute presentation telling their classmates about themselves and their background, answering questions such as where they are from, what they like to do, and three interesting facts about themselves. The next part of this course and the focus of this lesson unit will be integrating a reflective learning task to raise awareness of LLS and the value of reflection for developing learner autonomy, metacognition, and intrinsic motivations. To achieve these goals, students will participate in daily reflective discussions, practice using various LLS during activities, reflect on LLS in journals, and then present their findings associated with their own learning process to the class.

The Class

The class associated with this lesson consists of 12 intermediate ESL students, and includes four Arabic speakers, four Spanish speakers, and four Chinese speakers. These students have been studying English since grade school but remain uncomfortable using English. The class meets 3 days a week, Monday, Wednesday, and Friday, for 50 minutes.

Unit Objectives

This lesson has four main objectives. First, the students will learn about the values, benefits, and purposes of reflective learning and how they can incorporate it in real life experiences. Second, the students will be shown how they can incorporate reflective learning through models of reflection. Third, using Oxford's SILL as a way to raise awareness of LLS, students will have practice utilizing and reflecting on them. Using an assessment tool similar to

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the ones discussed in section one, student reflections will be assessed and graded using a rubric (see Appendix #2) that evaluates their levels of reflection. Items that will be assessed include description of experience, description of response, general reflection, and insights. Lastly, students will have the opportunity to improve speaking, listening, reading, and writing by actively engaging in the lesson activities. The final presentation will be assessed and graded using a speaking rubric (see Appendix #3). Since this is a speaking and listening course, the items assessed include linguistic complexity, fluency, vocabulary, and comprehensibility.

Class Materials

The classroom desks are set up to promote group cohesiveness, forming a half-moon shape so that all students have the ability to see and interact with each other. Each day, students will be asked to sit next to a different classmate so that they have the opportunity to talk to everyone in the class, fostering a sense of community. The classroom has a computer and projector for the teacher to use. Students have access to computers on campus in order to complete their final PowerPoint presentations.

An adapted version of Rebecca Oxford's (1990) SILL for speakers of other languages learning English will be used to determine the degree to which learners think they know and use language learning strategies and to assess learner perceptions of language strategy use, motivations, self-efficacy, and autonomy. There is a total of six sections in the SILL and each section will correspond to a strategy journal entry (Appendices #4 - #9). Other materials include a guided note-taking worksheet (Appendix #10), a reflecting on motivations and language learning worksheet (Appendix #11), and presentation assignment (Appendix #12).

Class Procedure

This lesson unit will be conducted in three phases. Table 4 provides a brief overview of each phase, including the lessons within each one and the focus.

Table 4. Overview of Lesson Design

	Lessons	Focus
Phase 1	1 – 2	Introduce Reflection, Generate Motivation, Modeling & Practice
Phase 2	3 - 8	Learning the SILL, Guided Reflections on Strategies with Prompts & Feedback
Phase 3	9 - 10	Final Authentic Reflection

The first phase consists of introducing the concept of reflective learning to the students, including values, benefits, and goals of the reflective learning task. The teacher needs to sell the concept of reflective learning and answer why it will be beneficial for students in the short and long-term. Outlining the purpose and goals of reflective learning can foster intrinsic motivation by highlighting the internal rewards associated with it, such as LLS awareness, metacognition, and autonomy. Students will also be asked to share their views and beliefs on reflection, which may be influenced by their previous learning experiences and cultural background. Participation points will be given to students for actively engaging in the daily discussions and activities, and the final presentation will be worth 15 percent of their overall grade. Also, within this phase, the teacher will instruct students on how the reflective learning task will be implemented, including materials, schedules, deadlines, and learner objectives. Lastly, the teacher will provide

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a model of reflective learning to help students visualize and understand the process more clearly.

The second phase consists of six lessons for guided practice and reflection. There are six sections within Oxford's (1990) SILL and each one covers strategies associated with a particular topic: remembering more effectively, using mental processes, compensating for missing knowledge, organizing and evaluating learning, managing emotions, and learning with others (p. 299). One section of the SILL will be the focus for the day's discussions, activities, and reflection. Students will begin each lesson within this phase with a prompt for discussion in order to raise awareness of the task at hand, foster positive motivation, and activate metacognitive strategies (Lehmann et al., 2014). After this discussion, students will participate in an activity related to that particular section of the SILL, which encourages them to practice LLS that they are familiar with. After each activity, the teacher will hand out and discuss the daily journal for that day, which asks them to complete a section of the SILL and answer reflection prompts associated with the SILL and lesson activities. Students will be asked to complete the journal entries in English and will not be graded on accuracy. Instead, students will receive participation points for completing the journal entries. These journals will be handed in at the beginning of each new lesson and the teacher will give them back the next lesson with feedback, positive reinforcement, and encouraging statements, fostering the students' motivation and self-efficacy while providing opportunities for deeper reflection.

Phase three of this lesson is the final reflection, which will be in the form of a presentation. Each student will be aware of the requirements for the presentation at the beginning of the lesson unit, being provided with the assignment sheet (see Appendix #3) and

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rubric (see Appendix #11) for assessment. The purpose of this presentation is to have students conduct a final reflection on what they have learned about themselves after completing this unit, which includes their learning process, learning style, preferred LLS, and how they will apply these new insights and perspectives in the future. Details of each day of this lesson unit follows.

Lesson 1

Overview: The teacher will begin class with a Think-Pair-Share activity, asking the students what they think of when they hear the word “reflection.” Students will then be given a guided note taking worksheet (see Appendix #10) to help them take notes on the topic of reflection that will be discussed the next two lessons. Next, the teacher will introduce the concept of reflection and reflective learning by creating two mind maps on the board. The first mind map illustrates the different aspects reflection raises awareness to, such as thoughts, feelings, decisions, actions, beliefs, learning process, learning preferences, and strategies. The second mind map illustrates the potential learning outcomes from reflection, such as a new decision or action, a new theory or conclusion, a new idea, new strategies, an understanding of how we think, an understanding of feelings and emotions regarding an experience, and a link between new information and what we know already. Overall, this discussion introduces the values and potential outcomes of reflection and how it can change the way we interact with experiences and form deeper connections. Furthermore, it raises awareness that reflecting can be used to highlight what strategies we use for language learning. After this discussion, students will be asked to complete a worksheet (see Appendix #11) regarding their motivations for language

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learning as practice for reflecting. For homework, students will be asked to finish this worksheet and write down at least five strategies they use when learning a new language.

Objective: By the end of this lesson, students will be able to summarize and identify the values, benefits, goals, and outcomes of reflective learning.

Time	Type of Work	Activity	Purpose	Instrument/s
10 Min	Think-Pair-Share	Discussion prompt: what does reflection mean to you?	Warm-up speaking activity and get students thinking about reflection	PowerPoint/scaffolded note taking worksheet
20 Min	Lecture & Discussion	Discuss reflective learning and the values and outcomes of reflection using mind maps	Foster intrinsic motivation by highlighting the internal rewards associated with reflective learning and develop students understanding of why reflection is beneficial	PowerPoint and white board
15 Min	Individual Reflection	Complete worksheet regarding motivations and language learning	Raise awareness of motivations for language learning and practice thinking reflectively	Reflecting on motivations and language learning worksheet
5 Min	Large Group	Closure	Discuss homework, answer questions, and provide support	NA

Assessment

- Assessment will include the guided note taking worksheet (Appendix #1), the reflecting on motivations and language learning worksheet (Appendix #2), and the five strategies for learning a new language.

Homework

- Students will be asked to finish the worksheets and write down at least five strategies they use when learning a new language.

Lesson 2

Overview: The teacher will begin class with a pair activity where students will interview each other about how they like to learn and what strategies they like to use. Students will be asked to use their homework, the list of strategies, as a basis for discussion. Next, the teacher will lead a discussion about language learning strategies by first writing down the strategies on the board that students talked about and then discussing how strategies can make language learning more efficient. Next, the teacher will talk about how language journals can help students record what strategies they use, by writing them down and describing their language learning experiences using them in detail, including what the strategy was, how they used it, and why they thought it was effective. To help students visualize this, the teacher will present a language journal model as an example. For homework, students will be asked to describe one experience following the model. Lastly, the teacher will discuss the upcoming lesson unit using reflective journals to raise awareness of different strategies. This includes outlining the schedule (writing one strategy journal entry each day answering detailed prompts, and a final presentation), student expectations, teacher expectations, and assessment.

Objective: Students will be able to define language learning strategies, identify strategies that they and their fellow classmates use, and identify the requirements and objectives for this lesson unit.

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Time	Type of Work	Activity	Purpose	Instrument/s
10 Min	Pair Activity	Students interview each other about how they like to learn and what strategies they like to use	Warm-up speaking activity and raise awareness to the different strategies students like to use	PowerPoint/ List of strategies students wrote down
15 Min	Lecture & Discussion	Discuss the topic of language learning strategies and how they can make language learning more efficient and enjoyable	Raise awareness of the values and benefits of language learning strategies	PowerPoint/ white board
15 Min	Lecture & Discussion	Discuss language journals and how they can be used for reflecting by providing students with a model	Raise awareness and demonstrate how language journals can be used for reflecting	PowerPoint/ Language journal model
10 Min	Homework & Closure	Present reflective learning task and give students the presentation handout and rubrics	Raise awareness of student and teacher expectations of the lesson	PowerPoint/ Final presentation and rubric handouts

Assessment

- Assessment will include checking the homework from lesson one and the language experience journal entry.

Homework

- Students will be asked to write about one experience using one of their favorite language strategies, answering: what the strategy was that they used; how they used it; and why they thought it was effective.

Lesson 3

Overview: The teacher will begin class with a discussion prompt, which relates to how students remember new information, and collect the homework. After this discussion, the teacher will

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explain that the next six lessons focus on different types of language learning strategies. Next, the teacher explains that today's lesson is associated with remembering information more effectively. Two of the strategies for doing this within the SILL are physically acting out new words and using rhymes to remember new words. Therefore, the students will play Catchphrase in groups of two, which allows them to act out and/or use rhymes to try and elicit the word from their partner. Following this activity is a discussion of the first strategy journal entry (see Appendix #4), which students will complete outside of class.

Objective: Students will be able to apply memory strategies in a conversation context to practice speaking and listening. Furthermore, students will be able to integrate their learning experiences within their journals while practicing reading and writing.

Time	Type of Work	Activity	Purpose	Instrument/s
10 Min	Think-Pair-Share	Discussion prompt: how do you remember new information, such as studying for a test?	Warm-up speaking activity and get students thinking about LLS	PowerPoint
20 Min	Pair Activity	Catchphrase	Practice speaking and listening strategies associated with remembering new information	Catchphrase word list
15 Min	Lecture & Discussion	Discuss strategy journal entry 1	Raise awareness of LLS associated with remembering more effectively and discuss the outcomes of the previous activity	Journal Entry 1
5 Min	Large Group	Closure	Answer questions and provide support	NA

Assessment

- Assessment will include Journal Entry 1.

Homework

- Students will be asked to complete Journal Entry 1.

Lesson 4

Overview: The teacher will begin class with a discussion prompt, which relates to the strategy of starting conversations in English, and hand back the homework from lesson two. Then, the teacher will collect the first journal entry. Next, the teacher will explain that today's lesson is associated with using different mental processes while practicing English. Two of the strategies for doing this within the SILL are practicing the sounds of English and attempting to find patterns. Therefore, the students will play hangman in groups of two, which allows them to practice pronouncing vowels and consonants and notice various word formation patterns, such as silent letters, plurality, and consonant clusters. Following this activity is a discussion of the second journal entry (see Appendix #5), which students will complete outside of class.

Objective: Students will be able to apply sound practice and pattern finding while practicing speaking and listening. Furthermore, students will be able to integrate their learning experiences within their journals while practicing reading and writing.

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Time	Type of Work	Activity	Purpose	Instrument/s
10 Min	Think-Pair-Share	Discussion prompt: with your partner, talk about a topic you are passionate about	Warm-up speaking activity	PowerPoint
20 Min	Pair Activity	Hangman Competition	Practice speaking and listening strategies associated with using mental processes	Hangman word list
15 Min	Lecture & Discussion	Discuss strategy journal entry 2	Raise awareness of LLS associated with using mental processes and discuss the outcomes of the previous activity	Journal Entry 2
5 Min	Large Group	Closure	Answer questions and provide support	NA

Assessment

- Assessment will include Journal Entry 2.

Homework

- Students will be asked to complete Journal Entry 2.

Lesson 5

Overview: The teacher will begin class with a discussion prompt, which relates to strategies associated with compensating for missing knowledge. Then the teacher will hand back the first journal entry with feedback and collect the second entry. Next, the teacher will explain that today's lesson is associated with using compensation strategies. Two of the strategies for doing this within the SILL are using body movements, gestures, words and phrases related to the meaning of the word/s that the person is trying convey. Therefore, the students will play the

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Hot Seat activity. In this activity, the students are placed into 2 teams. One member from each team faces away from the screen. The rest of the team sees a phrase and must give clues to the person in the hot seat and the person in the hot seat must say the entire phrase. Following this activity is a discussion of the third journal entry (see Appendix #6), which students will complete outside of class.

Objective: Students will be able use gestures, body movement, and word associations to help classmates correctly guess expressions and vocabulary. Furthermore, students will be able to integrate their learning experiences within their journals as well as practice reading and writing.

Time	Type of Work	Activity	Purpose	Instrument/s
10 Min	Think-Pair-Share	Discussion prompt: what do you do when you don't know how to say something in English?	Warm-up speaking activity and get students thinking about LLS	PowerPoint
20 Min	Group Activity	Hot Seat	Practice speaking and listening strategies associated with compensating for missing knowledge	PowerPoint/ Hot Seat word/phrase list
15 Min	Lecture & Discussion	Discuss strategy journal entry 3	Raise awareness of LLS associated with compensating for missing knowledge and discuss the outcomes of the previous activity	Journal Entry 3
5 Min	Large Group	Closure and discuss an extra homework assignment that asks students to write five ways they use English outside of class	Answer questions and provide support	NA

Assessment

- Assessment will include Journal Entry 3.

Homework

- Students will be asked to complete Journal Entry 3 and write down five ways they use English outside of the class.

Lesson 6

Overview: The teacher will begin class with a discussion prompt, which asks students how they use English outside of class and to describe specific experiences. They will be asked to use their homework as a basis for discussion. Then, the teacher will hand back the second journal entry with feedback and collect the third entry. Next, the teacher will explain that today's lesson is associated with organizing and evaluating learning. One of the strategies for doing this within the SILL is looking for people to talk to in English. Therefore, the students will participate in a Speed Chat activity. In this activity, students will face each other in pairs and talk for about two minutes using pre-made questions. After the two minutes, students will then find someone different to talk to and will continue until they have talked to every classmate. Following this activity is a discussion of the fourth journal entry (see Appendix #7), which students will complete outside of class.

Objective: Students will be able to demonstrate and practice their English conversational and listening skills by having conversations with their classmates. Furthermore, students will be able to integrate their learning experiences within their journals as well as practice reading and writing.

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Time	Type of Work	Activity	Purpose	Instrument/s
10 Min	Think-Pair-Share	Discussion prompt: how do you use your English outside of class? Please describe specific experiences.	Warm-up speaking activity and get students thinking about LLS	PowerPoint
20 Min	Pair Activity	Speed Chat	Practice speaking and listening strategies associated organizing and evaluating learning	Speed Chat questions
15 Min	Lecture & Discussion	Discuss strategy journal entry 4	Raise awareness of LLS associated with organizing and evaluating learning and discuss the outcomes of the previous activity	Journal Entry 4
5 Min	Large Group	Closure and tell students to bring an object to the next lesson for show and tell	Answer questions and provide support	NA

Assessment

- Assessment will include Journal Entry 4 and checking the homework from the previous lesson.

Homework

- Students will be asked to complete Journal Entry 4 and bring an object to class for show and tell.

Lesson 7

Overview: The teacher will begin class with a discussion prompt, which asks students to discuss how they feel when speaking English in public and what strategies they use to help them relax.

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Then the teacher will hand back the third journal entry with feedback and collect the fourth entry. Next, the teacher will explain that today's lesson is associated with managing emotions. One of the strategies for doing this within the SILL is trying to relax when speaking English. Therefore, the students will participate in a Show and Tell activity. In this activity, students will bring in an object and discuss why the object is meaningful to them. This allows them to talk about a topic they are passionate about, relieving any anxieties about discussing an unfamiliar subject. Following this activity is a discussion of the fifth journal entry (see Appendix #8), which students will complete outside of class.

Objective: Students will be able demonstrate their ability to relax when speaking English and talk about a meaningful object/topic for 1 – 2 minutes. Furthermore, students will be able to integrate their learning experiences within their journals as well as practice reading and writing.

Time	Type of Work	Activity	Purpose	Instrument/s
5 Min	Think-Pair-Share	Discussion prompt: how do you feel about speaking in public? Do you use any strategies to help you relax?	Warm-up speaking activity	PowerPoint
25 Min	Whole Class Activity	Show and Tell	Practice speaking and listening strategies associated with managing emotions by talking about a meaningful object	Show and Tell objects
15 Min	Lecture & Discussion	Discuss strategy journal entry 5	Raise awareness of LLS associated with managing emotions and discuss the outcomes of the previous activity	Journal Entry 5
5 Min	Large Group	Closure	Answer questions and provide support	NA

Assessment

- Assessment will include Journal Entry 5.

Homework

- Students will be asked to complete Journal Entry 5.

Lesson 8

Overview: The teacher will begin class with a discussion prompt, which asks students to ask at least two questions to their partners. Then the teacher will hand back the fourth journal entry with feedback and collect the fifth entry. Next, the teacher will explain that today's lesson is associated with learning with others. One of the strategies for doing this within the SILL is asking questions in English. Therefore, the students will participate in a 20 Questions activity. In this activity, students will attempt to guess the word their partners have chosen by asking 20 questions about that word. Following this activity is a discussion of the sixth journal entry (see Appendix #9), which students will complete outside of class but will not turn in until after their presentation.

Objective: Students will be able to ask questions to narrow down options for guessing what others are thinking and to elicit information about a particular word. Furthermore, students will be able to integrate their learning experiences within their journals as well as practice reading and writing.

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Time	Type of Work	Activity	Purpose	Instrument/s
10 Min	Think-Pair-Share	Discussion prompt: ask your partner at least 2 questions	Warm-up speaking activity and get students thinking about LLS	PowerPoint
20 Min	Pair Activity	20 Questions	Practice asking questions in English to elicit information	List of example words for students to use
15 Min	Lecture & Discussion	Discuss strategy journal entry 6	Raise awareness of LLS associated with learning with others and discuss the outcomes of the previous activity	Journal Entry 6
5 Min	Large Group	Closure	Answer questions and provide support	NA

Assessment

- Assessment will include Journal Entry 5.

Homework

- Students will be asked to complete Journal Entry 6 which will be handed in after the presentations.
- Create the final presentation.

Lesson 9 and 10

Overview: Half of the students will give their presentations during lesson 9 and the other half during lesson 10. Each student's presentation should be four to five minutes, plus time for questions. The teacher will assess each presentation using the speaking rubric (Appendix #11).

During the presentations, students will be asked to listen carefully and list the strategies that

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they hear their ESL classmates talking about. After the student has completed the presentation, he or she will turn in the last journal entry.

Objective: By the end of this lesson, students will be able to integrate reflective learning techniques into language tasks, list LLS that are useful to them, identify LLS for specific learning situations, compare LLS with other students, and justify their use of particular LLS by sharing their experiences with the class.

Time	Type of Work	Activity	Purpose	Instrument/s
5 Min	Discussion	Student questions	The teacher will answer any questions before the presentations begin	None
45 Min	Whole Class	Presentation	Students will practice speaking and listening while sharing what they have learned about themselves throughout this reflective learning task	PowerPoint

Assessment

- Assessment will include the students' presentations.

Conclusion

This lesson unit is but one example of how English language teachers can help ELLs think more reflectively about what they learn and how they learn, while raising awareness of motivations, metacognitive abilities, and language learning strategies. More specifically, these sequential lessons are meant to first introduce the concept of reflection, and how it can be utilized in various language learning tasks to help overcome specific challenges faced when learning. Subsequently, these lessons are meant to help students develop metacognitive and reflective thinking skills and form a deeper connection to what they are learning by providing them with models, examples, instruction, guided practice, feedback, and scaffolding. These trained skills can enable students to become more autonomous by providing them with tools and strategies that can be transferrable to other learning contexts. While teachers may not be able to afford several sequential lessons focused solely on introducing reflection and developing reflective thinking habits, there are several other ways for incorporating and teaching reflective learning in other contexts.

Teaching and raising awareness of reflective learning and using the tools for enhancing reflection can be used in other academic contexts to help students become more autonomous learners. For example, pre, during, and post-reflective questions can be incorporated in any content related course work. These questions enable students to reflect on their prior knowledge, thinking deeper about new material, concepts, or topics and activating metacognitive strategies related to planning, monitoring, and self-evaluating. Furthermore, reflective journals can be assigned over a longer period of time and less frequently as well as the instruction and guided practice for reflecting. For example, weekly journals give students

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more time to reflect on a particular task or experience. The topic for these weekly reflective journals can vary, ranging from how they view the content covered in class, the steps taken for completing an assignment, to topics that interest the individual student. There are other mediums for reflective journals other than paper and pencil that can be explored as well, such as blogs, video journals, or voice recorded journals. Asking the students about how they view reflection and what they want to reflect on can help create a reflective learning framework that intrinsically motivates them to become more autonomous learners.

Appendices

Appendix #1: Strategy Inventory for Language Learning

Part A

1. I think of connections between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.

13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch TV shows or movies in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly), then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use body movement, or draw pictures.
26. I make up new words if I do not know the right ones in English.

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27. I read English without looking up every new word in the dictionary.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I try to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making mistakes.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the cultures of English speakers.

Adapted from Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.

Appendix #2:**Levels of Reflection Rubric**

	UNDEVELOPED (surface level reflection)	DEVELOPING	SKILLED (deep level reflection)
DESCRIPTION OF EXPERIENCE	Unclear and vague	Clear but general	Clear and focused on specific aspects of the learning experience
DESCRIPTION OF COGNITIVE AND AFFECTIVE RESPONSE TO EXPERIENCE	Unclear and vague	Limited response to one domain (cognitive or affective)	Clear and focused description of the feelings, thoughts, and questions raised by the experience
EVIDENCE OF QUESTIONING OR EVALUATING PRIOR PERSPECTIVES, ACTIONS, OR BELIEFS	Minimal reflection: No personal reflection or limited to description of general cognitive and affective opinions and behaviors related to experience	Reflection: Makes a personal connection between personal assumptions, habits, or values and the cognitive and affective behavior of the experience	Critical Reflection: Examines more closely the personal assumptions, habits, or values and connection to the opinions or behaviors of the experience
INSIGHTS: REFLECTION LEADS TO PLANS FOR FUTURE ACTION	Reflection is entirely backward looking, with no indication of how the student will use the insights and skills gained will be used	Generalized statements regarding how the reflection will direct future actions	Provides concrete plans for further action or reflection for a specific purpose such as developing skills, fostering motivation, promoting self-efficacy, or developing learner autonomy

Assessing Reflection Rubric adapted from: Fines, B. G. (2014). Assessing Reflection. Retrieved March 07, 2018, from <http://law2.umkc.edu/faculty/profiles/glesnerfines/REFLECTION.pdf>

Appendix #3: SPEAKING RUBRIC

TASK LEVEL	Linguistic Complexity	Fluency	Vocabulary	Comprehensibility
1 ENTERING	Single words, set phrases or chunks of memorized oral language	Slow and uneven speech, multiple pauses and hesitations, multiple word repetitions, rhythm is incorrect	Limited vocabulary, especially in the content area, vocabulary used does not match the task	Difficult to understand speech outside of familiar language; multiple phonological, syntactic, and/or semantic errors outside of familiar speech
2 BEGINNING	Phrases, short oral sentences	Speech contains pauses and hesitations, often stumbles for words when speaking, rhythmic issues	Basic vocabulary choices, little content area vocabulary	Generally comprehensible within simple discourse, communication may be impeded by expanding language structures or by phonological, syntactic, or semantic errors going beyond short, simple sentences
3 DEVELOPING	Simple and expanded oral sentences; responses show emerging complexity used to add detail	Speech contains some pauses and hesitations; might grope for words; some rhythmic issues and word repetitions	Basic vocabulary choices, some content area vocabulary	Generally comprehensible when communicating in sentences, communication may be impeded by expanding language structures or by phonological, syntactic, or semantic errors when attempting more complex oral discourse
4 EXPANDING	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Speech contains a few pauses or hesitations; speech is smooth with very few rhythmic issues; few word repetitions	Good range of vocabulary, especially in the content area	At all times generally comprehensible, some phonological, syntactic, or semantic errors may occur but don't impede overall meaning
5 BRIDGING	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Little to no pauses or hesitations; long stretches of smooth uninterrupted speech; little to no word repetitions; excellent rhythm	A wide range of vocabulary, especially in the content area	Very comprehensible, errors don't impede communication, little to no phonological, syntactic, or semantic errors
SCORE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Appendix #4:**Strategy Journal: Entry 1**

Part 1: For each strategy, circle the number that best fits you for “Do you use this strategy?” and “How useful is this strategy?” Answer what is really true *for you* – not how you think you *should* be, or what other people do. There are no right or wrong answers. If you have questions, or if there is anything you do not understand, please ask the teacher.

Strategies for Remembering More Effectively

1. I think of connections between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Do you use this strategy?

1 = never true of me

2 = usually not true of me

3 = usually true of me

4 = always true of me

How useful is this strategy?

1 = not at all useful

2 = not very useful

3 = somewhat useful

4 = very useful

	<u>Use</u>	<u>Helpful</u>		<u>Use</u>	<u>Helpful</u>
1)	1 2 3 4	1 2 3 4	6)	1 2 3 4	1 2 3 4
2)	1 2 3 4	1 2 3 4	7)	1 2 3 4	1 2 3 4
3)	1 2 3 4	1 2 3 4	8)	1 2 3 4	1 2 3 4
4)	1 2 3 4	1 2 3 4	9)	1 2 3 4	1 2 3 4
5)	1 2 3 4	1 2 3 4			

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Part 2: Please answer the reflection questions to the best of your ability. You may write on this sheet or write on a separate sheet of paper. Remember, grammar will not affect your grade. Think about past, present, and future learning experiences associated with these strategies. This will help you answer the following questions.

1) Which strategies do you/would you find useful? Why?

2) Write about a difficult experience using English. Which of these might have helped you during that experience?

3) Write about your experience with today's activity and discussion. What strategies did you use that helped you succeed? If you did it again, would you do it differently?

4) These strategies deal with remembering information more effectively. Are there any other strategies you use to help you remember that are not on the list above?

5) What did you learn about yourself after completing Part 1. Did you learn anything about your motivations, how you think, how you feel, and/or how you learn?

Appendix #5:

Strategy Journal: Entry 2

Part 1: For each strategy, circle the number that best fits you for “Do you use this strategy?” and “How useful is this strategy?” Answer what is really true *for you* – not how you think you *should* be, or what other people do. There are no right or wrong answers. If you have questions, or if there is anything you do not understand, please ask the teacher.

Strategies for Using all your Mental Processes

- | | |
|---|--|
| <p>10. I say or write new English words several times.</p> <p>11. I try to talk like native English speakers.</p> <p>12. I practice the sounds of English.</p> <p>13. I use the English words I know in different ways.</p> <p>14. I start conversations in English.</p> <p>15. I watch TV shows or movies in English.</p> <p>16. I read for pleasure in English.</p> <p>17. I write notes, messages, letters, or reports in English.</p> | <p>18. I first skim an English passage (read over the passage quickly), then go back and read carefully.</p> <p>19. I look for words in my own language that are similar to new words in English.</p> <p>20. I try to find patterns in English.</p> <p>21. I find the meaning of an English word by dividing it into parts that I understand.</p> <p>22. I try not to translate word-for-word.</p> <p>23. I make summaries of information that I hear or read in English</p> |
|---|--|
-

Do you use this strategy?

1 = never true of me

2 = usually not true of me

3 = usually true of me

4 = always true of me

How useful is this strategy?

1 = not at all useful

2 = not very useful

3 = somewhat useful

4 = very useful

	<u>Use</u>	<u>Helpful</u>		<u>Use</u>	<u>Helpful</u>
10)	1 2 3 4	1 2 3 4	17)	1 2 3 4	1 2 3 4
11)	1 2 3 4	1 2 3 4	18)	1 2 3 4	1 2 3 4
12)	1 2 3 4	1 2 3 4	19)	1 2 3 4	1 2 3 4
13)	1 2 3 4	1 2 3 4	20)	1 2 3 4	1 2 3 4
14)	1 2 3 4	1 2 3 4	21)	1 2 3 4	1 2 3 4
15)	1 2 3 4	1 2 3 4	22)	1 2 3 4	1 2 3 4
16)	1 2 3 4	1 2 3 4	23)	1 2 3 4	1 2 3 4

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Part 2: Please answer the reflection questions to the best of your ability. Remember, grammar will not affect your grade. Think about past, present, and future learning experiences associated with these strategies, which will help you answer the following questions.

1) Which strategies do you/would you find useful? Why?

2) Write about a difficult experience using English. Which of these might have helped you during that experience?

3) Write about your experience with today's activity and discussion. What strategies did you use that helped you succeed? If you did it again, would you do it differently?

4) These strategies deal with using various mental processes, including processes associated with speaking and listening. Are there any other speaking and listening strategies you use that are not on the list?

5) What did you learn about yourself after completing Part 1. Did you learn anything about your motivations, how you think, how you feel, and/or how you learn?

Appendix #6:

Strategy Journal: Entry 3

Part 1: For each strategy, circle the number that best fits you for “Do you use this strategy?” and “How useful is this strategy?” Answer what is really true *for you* – not how you think you *should* be, or what other people do. There are no right or wrong answers. If you have questions, or if there is anything you do not understand, please ask the teacher.

Strategies for Compensating when Knowledge Is Missing

- 24. To understand unfamiliar English words, I make guesses.
 - 25. When I can't think of a word during a conversation in English, I use body movement, or draw pictures.
 - 26. I make up new words if I do not know the right ones in English.
 - 27. I read English without looking up every new word in the dictionary.
 - 28. I try to guess what the other person will say next in English.
 - 29. If I can't think of an English word, I use a word or phrase that means the same thing.
-

Do you use this strategy?

How useful is this strategy?

1 = never true of me

1 = not at all useful

2 = usually not true of me

2 = not very useful

3 = usually true of me

3 = somewhat useful

4 = always true of me

4 = very useful

	<u>Use</u>	<u>Helpful</u>
24)	1 2 3 4	1 2 3 4
25)	1 2 3 4	1 2 3 4
26)	1 2 3 4	1 2 3 4
27)	1 2 3 4	1 2 3 4
28)	1 2 3 4	1 2 3 4

	<u>Use</u>	<u>Helpful</u>
29)	1 2 3 4	1 2 3 4

REFLECTIVE LEARNING

Part 2: Please answer the reflection questions to the best of your ability. Remember, grammar will not affect your grade. Think about past, present, and future learning experiences associated with these strategies, which will help you answer the following questions.

1) Which strategies do you/would you find useful? Why?

2) Write about a difficult experience using English. Which of these might have helped you during that experience?

3) Write about your experience with today's activity and discussion. What strategies did you use that helped you succeed? If you did it again, would you do it differently?

4) These strategies deal with compensating for missing knowledge. Are there any other strategies you use to help you find ways to communicate your message in English when you don't know how to say it exactly?

5) What did you learn about yourself after completing Part 1. Did you learn anything about your motivations, how you think, how you feel, and/or how you learn?

Appendix #7:

Strategy Journal: Entry 4

Part 1: For each strategy, circle the number that best fits you for “Do you use this strategy?” and “How useful is this strategy?” Answer what is really true *for you* – not how you think you *should* be, or what other people do. There are no right or wrong answers. If you have questions, or if there is anything you do not understand, please ask the teacher.

Strategies for Organizing and Evaluating your Learning

- 30. I try to find as many ways as I can to use my English.
- 31. I notice my English mistakes and use that information to help me do better.
- 32. I pay attention when someone is speaking English.
- 33. I try to find out how to be a better learner of English.
- 34. I plan my schedule so I will have enough time to study English.
- 35. I look for people I can talk to in English.
- 36. I try to read as much as possible in English.
- 37. I have clear goals for improving my English skills.
- 38. I think about my progress in learning English.

Do you use this strategy?

1 = never true of me

2 = usually not true of me

3 = usually true of me

4 = always true of me

How useful is this strategy?

1 = not at all useful

2 = not very useful

3 = somewhat useful

4 = very useful

	<u>Use</u>	<u>Helpful</u>
30)	1 2 3 4	1 2 3 4
31)	1 2 3 4	1 2 3 4
32)	1 2 3 4	1 2 3 4
33)	1 2 3 4	1 2 3 4
34)	1 2 3 4	1 2 3 4

	<u>Use</u>	<u>Helpful</u>
35)	1 2 3 4	1 2 3 4
36)	1 2 3 4	1 2 3 4
37)	1 2 3 4	1 2 3 4
38)	1 2 3 4	1 2 3 4

REFLECTIVE LEARNING

Part 2: Please answer the reflection questions to the best of your ability. Remember, grammar will not affect your grade. Think about past, present, and future learning experiences associated with these strategies, which will help you answer the following questions.

1) Which strategies do you/would you find useful? Why?

2) Write about a difficult experience using English. Which of these might have helped you during that experience?

3) Write about your experience with today's activity and discussion. What strategies did you use that helped you succeed? If you did it again, would you do it differently?

4) These strategies deal with organizing and evaluating your learning. Are there any other strategies you use to help you find ways to organize and evaluate your learning? Do you find journaling to be an effective method?

5) What did you learn about yourself after completing Part 1. Did you learn anything about your motivations, how you think, how you feel, and/or how you learn?

Appendix #8:**Strategy Journal: Entry 5**

Part 1: For each strategy, circle the number that best fits you for “Do you use this strategy?” and “How useful is this strategy?” Answer what is really true *for you* – not how you think you *should* be, or what other people do. There are no right or wrong answers. If you have questions, or if there is anything you do not understand, please ask the teacher.

Strategies for Managing your Emotions

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making mistakes.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Do you use this strategy?

1 = never true of me

2 = usually not true of me

3 = usually true of me

4 = always true of me

How useful is this strategy?

1 = not at all useful

2 = not very useful

3 = somewhat useful

4 = very useful

	<u>Use</u>	<u>Helpful</u>
39)	1 2 3 4	1 2 3 4
40)	1 2 3 4	1 2 3 4
41)	1 2 3 4	1 2 3 4
42)	1 2 3 4	1 2 3 4
43)	1 2 3 4	1 2 3 4

	<u>Use</u>	<u>Helpful</u>
44)	1 2 3 4	1 2 3 4

REFLECTIVE LEARNING

Part 2: Please answer the reflection questions to the best of your ability. Remember, grammar will not affect your grade. Think about past, present, and future learning experiences associated with these strategies, which will help you answer the following questions.

1) Which strategies do you/would you find useful? Why?

2) Write about a difficult experience using English. Which of these might have helped you during that experience?

3) Write about your experience with today's activity and discussion. What strategies did you use that helped you succeed? If you did it again, would you do it differently?

4) These strategies deal with managing your emotions. Are there any other strategies you use to help you find ways to manage your emotions?

5) What did you learn about yourself after completing Part 1. Did you learn anything about your motivations, how you think, how you feel, and/or how you learn?

Appendix #9:**Strategy Journal: Entry 6**

Part 1: For each strategy, circle the number that best fits you for “Do you use this strategy?” and “How useful is this strategy?” Answer what is really true *for you* – not how you think you *should* be, or what other people do. There are no right or wrong answers. If you have questions, or if there is anything you do not understand, please ask the teacher.

Strategies for Learning with Others

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the cultures of English speakers.

Do you use this strategy?

1 = never true of me

2 = usually not true of me

3 = usually true of me

4 = always true of me

	<u>Use</u>	<u>Helpful</u>
45)	1 2 3 4	1 2 3 4
46)	1 2 3 4	1 2 3 4
47)	1 2 3 4	1 2 3 4
48)	1 2 3 4	1 2 3 4
49)	1 2 3 4	1 2 3 4

How useful is this strategy?

1 = not at all useful

2 = not very useful

3 = somewhat useful

4 = very useful

	<u>Use</u>	<u>Helpful</u>
50)	1 2 3 4	1 2 3 4

REFLECTIVE LEARNING

Part 2: Please answer the reflection questions to the best of your ability. Remember, grammar will not affect your grade. Think about past, present, and future learning experiences associated with these strategies, which will help you answer the following questions.

1) Which strategies do you/would you find useful? Why?

2) Write about a difficult experience using English. Which of these might have helped you during that experience?

3) Write about your experience with today's activity and discussion. What strategies did you use that helped you succeed? If you did it again, would you do it differently?

4) These strategies deal with learning with others. Are there any other strategies you use to help you learn with others?

5) What did you learn about yourself after completing Part 1. Did you learn anything about your motivations, how you think, how you feel, and/or how you learn?

Appendix #10: Notes on Reflective Learning

1) What is your view of reflection and how is it similar or different from the views covered in class?

2) What are some of the values and benefits of reflective learning?

3) How can reflective learning help achieve my language learning goals?

4) How can I reflect on my learning?

Appendix #11: Reflecting on Motivations and Language Learning

1. Name _____ Date _____

2. How do you rate your overall English proficiency as compared with the proficiency of the other students in your class? (circle one)

Excellent Good Fair Poor

3. How important is it for you to become proficient in English? (circle one)

Very Important Important Not so Important

4. Why do you want to learn English? (check all that apply)

_____ interested in the language

_____ interested in the culture

_____ have friends who speak the language

_____ required to take a language course to graduate

_____ need it for my future career

_____ need it for travel

_____ other (list): _____

5. Do you enjoy language learning? (circle one) Yes No

Why or why not?

6. What has been 3 of your favorite experiences learning English? Why?

7. Have you ever written your language learning experiences in a journal or diary? If so, how?

Appendix #12: REFLECTIVE LEARNING PRESENTATION

Use what you have learned from class discussions, class activities, and your language journal and create a 4-5-minute PowerPoint presentation for one final reflection. In this presentation, think about your reflections in your journal and your experiences with language learning strategies. Also, think about your motivations, thoughts, feelings, and decision-making when using these strategies. Then, create a presentation answering these questions:

1. Preview of main points
2. Share one English learning experience where you used a language learning strategy successfully? Why was it successful?
3. Share one difficult experience learning English and a strategy that could have been used to improve the experience?
4. What have you learned about yourself after reflecting on your experiences? For example, what strategies do you like to use and find helpful?
5. What topics or experiences would you like to reflect on in the future?
6. Summary of main points

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