

**The College of Graduate Studies and the College of Education Cordially Invite You to a
Master Thesis Defense**

Entitled

*THE IMPACT OF REFLECTIVE WRITING ON INSTRUCTIONAL STRATEGIES DEVELOPMENT: A MIXED
METHOD STUDY ON PROSPECTIVE ENGLISH LANGUAGE TEACHERS*

by

Fatema Naser Alshehhi

Faculty Advisor

Dr. Badreyya AlKhanbooli, Department of Curriculum and Methods of Instruction
College of Education

Date & Venue

13:00-15:00

Tuesday, 19 March 2024

Room 0053, Building H1

MS Teams Link

[Click here to join the meeting](#)

Meeting ID: 332 604 639 740

Passcode: 6ypVRj

Abstract

Reflective writing is a process in which individuals critically examine their experiences, thoughts, and actions to gain understanding and improve their performance. This thesis investigates the impact of reflective writing on the development of instructional strategies among prospective English language teachers in the United Arab Emirates. The study also explores their perceptions of using reflective writing as a tool for teacher development. The study employed a mixed-methods approach and was conducted in two phases. The first phase involved collecting qualitative data, including document analysis of reflective writings and semi-structured interviews with three prospective teachers. In the second phase, a questionnaire was distributed to 30 prospective teachers. The findings reveal that reflective writing supports the development of instructional strategies. It enhances teachers' pedagogical awareness, leading to more effective lesson planning, improved student engagement, and a more adaptive teaching approach. Besides, prospective teachers shared positive views and perceptions about reflective writing. According to them, it enhanced their teaching strategies, self-awareness, assessment skills, and professional development. However, some prospective teachers faced challenges in focusing on teaching aspects in the reflection. They revealed that continuous reflective writing practice was time-consuming and burdening while meeting all the requirements of the teaching practicum. This study contributes to a broader understanding of reflective writing in teacher education and emphasizes its importance in developing effective teaching strategies and facilitating continuous professional development. It advocates embedding reflective writing in teaching practices and educational programs to ensure that prospective teachers are equipped to engage in reflective practices throughout their careers.

Keywords: reflective writing, prospective teachers, instructional strategies, teacher education, English language teaching, professional development.