1 Supporting Undergraduate Student Learning through Reflective Journal Writing in a Service-Learning Subject: An Interdisciplinary Collaborative Approach

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Abstract: This chapter reports the findings from the preliminary evaluation of an English Across the Curriculum (EAC) initiative in a Hong Kong university to implement discipline-specific academic English language support materials in a service-learning subject adopting an interdisciplinary collaborative approach. Student survey results, focus group interviews with both students and content teachers, and written reflections by students are presented and analysed. Findings indicate that students and teachers generally acknowledge the value of this interdisciplinary collaboration to improve the learning experience and the quality of assignments. Challenges that the EAC team has encountered in the process of collaborating are also discussed. Compared with previous studies, this chapter attempts to contextualise the strategy for integrating the teaching of content for a service-learning subject with discipline-specific academic English writing skills to undergraduate students with English as a Second or Foreign language (ESL/EFL) in Hong Kong.

Keywords: writing across the curriculum, English Across the Curriculum, service-learning, reflective journal writing, language tips

A number of studies in the last couple of decades have reported success in using reflective activities to support student learning in service-learning subjects in higher education (e.g., Hatcher & Bringle, 1997; Rogers, 2001). In Hong Kong, service-learning has gained increasing popularity. Through intentionally connecting community service activities to educational objectives in the univer-

sity curriculum, service-learning programmes aim to cultivate students' social awareness and responsibility, nurture their sense of care and compassion for the underprivileged, and promote prosocial behaviours and life-long learning (Fang & Chak, 2018). Reflection activities are considered indispensable to effective service-learning as they enhance students' ability to connect their service activities to content learnt in the subject (Bringle & Hatcher, 1999), and the importance of using continuous academic reflection in service-learning programmes is well documented. It is believed that reflection activities help to consolidate the service experience and nurture the intellectual and cognitive development of students involved in the service activities (Eyler, 2002). Previous studies have reported practices and impacts of implementing academic reflection activities in service-learning subjects in a range of disciplines such as business, language, and medicine (Eyler, 2002). The reported benefits of implementing academic reflective journals include enhancing the learning skills for service-learning, developing more complex understanding of a particular topic, and centering students in the learning process (Cheng et al., 2016; Eyler, 2002; O'Connell & Dyment, 2011). Challenges have, however, also been observed in implementing reflective journals in the higher education context, including those related to the ethics of assessing personal reflections, lack of training provided to the student writers, the time required, and superficial reflections (Crème, 2005; O'Connell & Dyment, 2011; Wingate, 2011).

English Across the Curriculum

The writing across the curriculum "movement" originated in the North American and Australian higher education contexts in the mid-1970s (Wingate, 2011). Ursula Wingate (2011) reported three discipline-specific academic writing intervention initiatives involving the concerted effort of English language teachers and subject teachers in the disciplines of business and applied linguistics in a UK university. Wingate's findings illustrate how undergraduate and postgraduate students benefited from tailored support in developing academic writing skills within their disciplines. In the higher education sector in Hong Kong, the importance of critical academic writing skills in successfully completing different discipline courses has been generally recognised among English language educators and subject teachers in recent years. Tertiary students from different disciplines are expected to engage critically with, comprehend, and deploy written source materials in writing tasks. However, such critical writing skills within the disciplines are not necessarily skills that students have developed through the generic English for Academic Purposes (EAP) subjects that they are required to take. While such generic subjects introduce students to

basic features and structures of academic writing and the particular referencing style accepted within the major area of their study, they are often inadequate in preparing students for specific academic writing tasks within their discipline or in other disciplines that students are less familiar with (Chen, 2020). Developing survival academic reading and writing skills may be even more challenging when students are ESL/EFL learners who have entered EMI (English medium of instruction) universities following the local mainstream CMI (Chinese medium of instruction) secondary schooling system prevalent in Hong Kong (Cheng et al., 2014; Morrison & Evans, 2014).

To attempt to address the inadequacy of generic foundation EAP courses and alleviate concerns of content teachers over the lack of academic study skills of students within different disciplines, researchers from four universities in Hong Kong initiated a small community of practice (CoP) project on a start-up government fund in 2013, which then continued to be supported by a four-institution professional development fund provided by the government in 2014 (Chen, 2020; Chen et al., 2021; Palmquist et al., 2018). The project team from The Hong Kong Polytechnic University, where the authors work, decided to extend its focus on writing to both the writing and speaking skills needed by students in fulfilling their disciplinary assessment tasks. The EAC CoP Team (as they will henceforth be referred to as) then introduced teachers from the English Language Centre and disciplinary content teachers within the university to the development of students' academic writing and speaking skills within disciplinary subjects through writing development workshops (Chen et al., 2021). Once content teachers had seen the value of language tips relevant to their disciplines, this complementary approach to enhancing learners' productive skills in academic English gained wider acceptance and support among content teachers. This acceptance helped to build a small interdisciplinary community of English language teachers and content teachers with shared interests and beliefs in supporting students in disciplinary academic literacy. The EAC Team received further funding from the government's Language Enhancement Grant for the 2016-2019 triennium. With this funding, collaboration was implemented in more than 20 disciplinary subjects, resulting in the production of abundant disciplinary academic literacy resources in the form of language tips and checklists across a range of genres. In an anonymous survey conducted by the team, over 90 percent of participating content teachers commented positively on the relevance and importance of language materials developed for their subjects and identified improved performance in student writing (Chen et al., 2021). While these materials were useful, examining the reflective activities in service-learning subjects within the disciplines was needed. One contribution to this body of research is the study on academic service-learning reflection that follows.

Reflection Activities in Academic Service-Learning

The use of personal reflections has been reported across a wide range of academic disciplines (e.g., Boud, 1999; Cheng et al., 2016; Mann et al., 2009, O'Connell & Dyment, 2011). Academic service-learning differs from other forms of community service in that it has educational benefits for students involved in the service process (Bringle & Hatcher, 1999). In academic service-learning subjects, reflective activities provide a mechanism for students to interpret their service experience in light of the intended learning outcomes of the service-learning subject and to make a connection between the service activities and educational content learnt in the classroom. Constant reflection on their service experience enhances students' understanding of the course content, the discipline, and a sense of civic responsibility (Bringle & Hatcher, 1999).

While teaching professionals have applauded the promise of personal reflections, such as captured moments for critical reflection and creativity in the learning process and a more positive teacher-student relationship, for both student writers and instructors, researchers have reported potential challenges associated with their use. Timothy O'Connell and Janet Dyment (2011) remarked that students often fail to demonstrate a high level of reflective and critical thinking in the reflective essays, which is one of the intended learning outcomes of reflective writing in academic disciplines. Crème (2005), drawing on his experience in an action research project, raised another issue—the question of honesty, which his students faced when they were asked to "honestly acknowledge mistakes and lack of understanding" in their learning journals (p. 293). Crème concluded that students may choose to record selected experiences that are more favourable to the subject teachers, who are also assessors of their work, instead of taking the risk of producing a comprehensive, original record of their learning experience.

Interdisciplinary Collaboration

Collaboration has been recognised as a significant factor leading to successful educational changes in Hong Kong schools (Li et al., 2017), and interdisciplinary collaboration has been adopted in a range of settings, including social work and education (Bronstein, 2003). Interdisciplinary collaboration refers to a team comprising members from different disciplines who bring to the collaboration their expertise that is complementary to each other, share a common purpose in what they intend to achieve, and work towards achieving the same goal (Bronstein, 2003; Parker-Oliver et al., 2005). Such collab-

oration involves communication and connection among team members in achieving a task that is sustained by mutual trust, distributed power, shared belief, and pride in achieving their common goal (Bronstein, 2003; Pugach, 1992; Viggiani et al., 2002). In the educational sector, Marleen Pugach (1992) pointed out that effective collaborative activities would create a more effective learning environment for students and serve other stakeholders in the community more efficiently.

Laura Bronstein (2003) proposed a model for interdisciplinary collaborative research and practice. Five components leading to the positive outcome of the task are included in this model: Interdependence, Newly Created Professional Activities, Flexibility, Collective Ownership of Goals and Reflection on Process. Interdependence refers to the dependency of the participants on each other to achieve the target. Participants are expected to fully understand and respect the professional roles that are played by both themselves and their peers in the collaboration. Newly Created Professional Activities refer to collaborative activities that "can achieve more than could be achieved by the same professionals acting independently" (Bronstein, 2003, p. 300). It is an essential element of collaboration in a service-learning subject, which expects changes in student learning and reflection on their community service. Flexibility is defined as the "deliberate occurrence of role-blurring" (Bronstein, 2003, p. 301). The importance of flexibility, involving professionals from multiple disciplines in collaboration, is echoed by various scholars in the field of social work. Instead of a clear hierarchy of roles, members in a collaborative activity often assume more indistinct roles and are more likely to compromise depending on the situation and needs of the team. According to Bronstein, Collective Ownership of Goals means collaborators' active engagement in the process of working together, including in discussion and decision-making, taking responsibility for their part of the collaborative work, and supporting each other throughout the process. In social work, it is crucial to attend to different stakeholders who are involved in aspects of service delivery, not only the voice of the professionals. Finally, Reflection on Process highlights the conscious effort of the professionals from different disciplines during the collaboration to build effective working relationships, in aspects such as thinking and exchanging ideas about their working relationship and incorporating feedback. Challenges addressed by previous researchers include managing conflicts within the team, self-evaluation, and the use of feedback.

Bronstein's (2003) interdisciplinary model was deemed appropriate for this project as it was to be based on an extensive meta-analysis of studies in social work and fit the kind of direct service that stakeholders are committed to in the service-learning subject studied. It could optimise the collaboration

between content teachers in applied social sciences and English language teachers. This model could also raise the collaborators' awareness of opportunities provided by such collaboration and address potential challenges underlying the process of multi-disciplines working together more efficiently.

The Process

Context

This chapter examines an initiative developing and providing discipline-specific academic English language support to facilitate assignment preparation in a service-learning subject for undergraduate students in a Hong Kong university. The service-learning subject aims to promote the holistic development of undergraduate students and nurture their intrapersonal and interpersonal competencies and positive social development through serving underprivileged children of migrant workers in first- and second-tier cities in mainland China. The two-semester subject is delivered through lectures, seminars, workshops, and direct service activities and includes systematic academic reflective activities. Students are required to continuously reflect on their learning and service experience and complete two reflective journals. During the first semester, students attend lectures and seminars on service-learning and child development and examine risks and protective factors for children who are socially and economically disadvantaged. In the second semester, students attend five intensive training workshops on curriculum development, lesson planning, and practical teaching skills before providing a total of 40 hours of direct service activities to the underprivileged children and adolescents at a five-day summer camp. Over 500 university students took this subject and provided direct service to over 2,300 migrant children during the period of this preliminary evaluative study.

The Interdisciplinary Collaborative Process in Promoting English Across the Curriculum

The EAC Team was formed in January 2016 and comprised content teachers in social work and English language teachers from the language centre of the same university. The team members from the language centre reached out to the content teachers and invited them to an initial meeting to share their expectations of reflective essays. An interdisciplinary approach, based on Bronstein's (2003) interdisciplinary collaborative framework, was adopted to enhance the support for students in completing the subject assignments.

Newly Created Professional Activities

The EAC Team initiated the collaboration hoping to provide tailor-made support for students completing academic writing assignments and service in the social work discipline. Involving content teachers from the onset proved more productive than relying solely on language teachers to develop language tips—as is the case in the generic EAP courses taught within the university. Language tips refer to a set of supplemental discipline-specific English language materials developed and provided to the students in the EAC project. They cover various topics related to academic reflective journal writing and academic presentations, which students are required to complete in the subject. The language tips provided in this subject are illustrated in Appendix A. Content teachers had the opportunity to share their observations and views with their language teaching colleagues regarding desired features of successful personal reflective stories and skills needed to develop relevant academic literacy competencies. By maximising the expertise of team members from different disciplines, it was assumed that this team would achieve more than could have been achieved by the content teachers or language teachers alone.

Interdependence

Based on the information collected in the initial meeting, language teachers then developed the initial version of the supplemental language materials and circulated them for further discussion. Over the next few months, the content teachers worked collaboratively with the language teachers to discuss and refine the materials. There were also several rounds of discussion on the language materials involving members of the collaborative team and students through a post-course survey until the first official version of the language tips became available to students in 2016-2017. During this work together, members came to understand each other's perspectives and built respect for the professional knowledge each contributed.

Flexibility

When different views arose, this collaboration engaged in a process of "productive compromises" (Bronstein, 2003, p. 301). Content teachers collected student feedback when they had piloted the initial version of the language tips. Comments from students were reflected to the EAC Team, discussed, and incorporated in the revisions. No hierarchy of roles was assumed, and collaborators shared responsibility in making further revisions to the materials. The team eventually developed the second version of language tips for students who enrolled in the course in 2017-2018.

Collective Ownership of Goals

Content teachers within the social work discipline were actively involved in the process. They shared responsibility for the development, refinement, and further development of the materials, in activities such as sharing and discussing students' sample work with the language teachers and collecting formal and informal feedback on the materials from their students. Content teachers also participated in the critical decision-making process at all stages. In other words, content teachers were involved in not only developing and commenting on the language materials but also in the gathering, analysing, and communication of comments from student writers, which is essential to assuring the quality of the tailor-made language tips and their relevance to students within this discipline.

Reflection on Process

The EAC Team developed a close working relationship throughout the collaborative process. Content teachers reflected on and thoroughly discussed their work and included comments from their colleagues in the initial and further development of the language materials. Content teachers were also keen to evaluate their teaching activities during the process, implementing new pedagogies as a result of the feedback collected from students and for collaborating on student interviews and discussions with language teachers.

The Preliminary Evaluation

This section presents results from the preliminary evaluative study that the authors conducted on the EAC initiative to implement supplemental language tips between 2016 and 2018. Both authors of this chapter have been members of the EAC Team from the onset. One author is a language teacher from the English Language Centre and the other is a content teacher within the discipline of applied social sciences.

Formal and informal feedback was collected during the process of working together throughout the two academic years. Data used for this preliminary evaluation were collected between 2016 and 2018, including responses from two student surveys administered during the last teaching sessions during the two academic years and three focus group interviews conducted with students when they had completed the course. Students who had taken this course were also asked to write a short reflection on their experience using the language tips during the service-learning subject course. One-to-one interviews were conducted with the content teachers.

364 students responded to the surveys (response rate: 61.8%). Eighteen students participated in three focus group interviews. Regarding the short reflection on their experience and perceptions of the language support provided by the EAC Team, five completed student reflections were collected. Two content teachers were also interviewed and shared their views on the EAC collaboration. Findings from these processes are discussed below to illuminate the significance of the interdisciplinary collaborative approach in a service-learning subject.

Changes in Collaborators' Perceptions of Reflection Activities and Reflective Writing

Findings concerning changes in content teachers' perceptions of the continuous collaboration emerged from the interviews with content teachers. One content teacher commented about her experience in the EAC project, stating that it "enriched my perception of reflective writing, especially in terms of the professionalism and academic standard . . . and as an instructor, I should focus more on the reflective level of students." This is in marked contrast to her perception before the interdisciplinary collaboration started, when she viewed "the level of in-depth reflection [as] the only key thing in the reflective writing." This teacher also pointed out that she "gained more ideas about writing a high-quality reflection with professional and academic use of English, from planning, to use of tense and language," and now she is "reviewing students' work from different angles." The interview comments suggest that content teachers have found this collaboration to be an opportunity for themselves to shape their own perceptions of reflective journal writing in their discipline in addition to supporting their students' ongoing learning.

Perceptions of Collaborating with Colleagues

When interviewed about their experience in the process of working together, both content teachers responded positively to engaging colleagues from the English Language Centre. One subject teacher commented that "it was a pleasant experience to work towards a common goal to improve students' reflective work." Another content expert with substantial experience in social work commented that their language teaching colleagues were "helpful and professional." Overall, there was appreciation of colleagues' effort concerning developing students' discipline-specific academic literacy skills for the reflective assignments, their willingness to share ideas with colleagues from the other discipline, and their carefully managed class visits to talk to students about the reflective journal writing in the discipline.

Perceptions of the Supplemental Language Materials

Content teachers perceived the usefulness of the supplemental materials unanimously, commenting highly positively during the interview focusing on the supplementary language tips, such as the provision of content-related vocabulary. One content expert remarked during the interview that "some students, especially science and engineering students, had no idea about how to effectively express their reflection using appropriate words and phrases in English. The tips can help by giving them some concrete ideas." As students enrolled in this service-learning subject are from a wide range of academic disciplines within the university, it is important that they are able to communicate ideas using appropriate content-related vocabulary in their reflective journals.

Similar to the teacher comments, over three-quarters of students who responded to the surveys reported that they had used the language tips (Table 1.1). Most participants commented in focus group interviews and written reflections that they had used the supplemental language materials despite the tight schedule and limited time working on the reflective journal assignment. Students generally saw the value of the content-related academic writing tips and described these tips as "reader-friendly," "useful," and "solving problems that are commonly encountered in writing a reflective journal."

In terms of student perceptions about the usefulness of the language tips, survey results across years of the evaluation are comparable. Over 90 percent of students in the survey rated the language tips on reflective journal writing useful or very useful. An overwhelming majority of students were satisfied with the reflective tips, and in particular, almost a third of students who completed the survey in the second year were highly content with the reflective journal writing tips.

In addition, 97 percent of all students who responded to the surveys agreed that the reflective tips helped improve the quality of their reflective journal in two different ways. One student noted in the written reflection that "I do not think the quality [of my reflective journal two] will be the same without the reflection tips." Specifically, the supplemental language tips on reflective journal writing seem to give students direction on how to write a reflective journal and information about how to structure paragraphs in an academic reflective journal. A student commented that the reflection tips "provided a suggested structure for me to follow. . . . [and it] gave me a very clear direction and sequence for completion." Another student noted in his written reflection that ". . . at first, I felt confused and uncertain on how to write my journal, but the tips for journal gave a lot of idea of direction on how I should write and what I should include. It helps brainstorm ideas and familiarize myself with the journal."

Table 1.1. Selected end-of-semester student survey results

Survey Questions	Responses		Total Responses
Q1. Did you use the language tips for your assignments?	Yes (177)	No (48)	225
Q3. How would you rate the usefulness of the tips?	Useful or Very useful (163)	A little useful (14)	177
Q4. In general, did the language tips help you improve the quality of writing Reflective Journal 2?	Yes (171)	No (6)	177

Perceptions of Changes in Students' Reflective Writing

Student comments from the focus group discussions and written reflections indicate that the provision of content-related writing tips helped them make connections between their involvement in the service process, verbal reflective activities during direct service, and the post-service written reflective journal assignment. A student commented about "the planning part of the tips" in particular. Although she struggled with "many ideas and points which I would like to include in my reflection journal" at the beginning, this student felt that the language tips helped her "choose a particular experience or story during the service camp and elaborate how it affected me and what my feeling was towards this experience." In other words, making effective use of the tips in the initial planning stage seems to help students interpret and consolidate the service-learning experience, which aligns with the intended learning outcomes of this subject that emphasise learning through purposeful and continuous reflections (Jones, 2001).

Changes in students' reflection activities were also observed by the content teachers involved in the collaboration. One content expert reflected during the interview that "students feel more confident about the reflection tasks and their competence in self-exploration and disclosure is enhanced because of the solid language materials on hand." Another content expert talked about noticing changes in students' use of English and appropriateness of the format of their reflective journals. In the content teachers' view, students who previously "asked about the use of language in the reflective assignments" seem to be "clearer about how to write a good reflective journal" and can deal with issues such as choices of tense, ways of citing sources, and expressing their point of view with greater confidence when relaying their service experience.

It is interesting to note that some students reflected during the interviews and recorded in their written reflections that they would like to see supplemental language materials be developed for the first reflective journal writing

assignment as well. There are two reflective journals assessed in this subject. The first is a shorter reflective essay that requires students to reflect on their personal psycho-social development using one of the topics discussed in the four lectures and service planning in the first semester. The second is a more extended reflective journal which is submitted when students have finished the service camp in the second semester. Currently, supplemental language tips have only been developed to support the second reflective journal writing assignment as the content teaching team decided to focus the collaboration on the more challenging writing task. One student commented that "at the time I started to type my journal one, I did not have any idea about it in the beginning that I wanted the English Language Centre to offer me some tips or advice." A similar concern was reflected during the interview with a content teacher. Having read and marked hundreds of students' written reflections, this content teacher observed that her students sometimes struggle with appropriate vocabulary (e.g., emotion words and phrases) to describe their experience in the service-learning process effectively in their reflective journals. A lack of vocabulary may explain the seemingly lack of a higher level of reflective critical thinking, especially for ESL/EFL students (O'Connell & Dyment, 2011). As demonstrating a reasonable level of critical reflection in the written assignments is one of the intended learning outcomes of academic reflective journal writing, the EAC Team needs to attend to this issue with vocabulary when refining the language tips in the future.

Challenges

This interdisciplinary collaborative project highlights several challenges that EAC projects in this context and WAC projects in other places have encountered. One major challenge involves language teachers' level of involvement in the preparation and delivery of the language support materials due to limited funding. The service-learning subject in this study runs for two semesters every year. Compared with the relatively large number of students taking the subject each of the two semesters, the team of language teachers responsible for class visits and material development is relatively small. With limited time off to work on the EAC project, language teachers could not prioritise further development of the EAC materials to improve students' academic writing skills within the discipline. More support from the university and departments is necessary to ensure more sustainable collaboration and to maximise benefits for students.

Another major challenge relates to the time management skills of students. This is consistent with the findings from Bruce Morrison and Stephen

Evans (2014). Multi-tasking and, therefore, spending limited time on one writing assignment is often the case for university students. In our questionnaire survey, 14.2 percent of students (*n*=225) noted that while they had spent a significant amount of time preparing the service trip and direct service activities, they devoted somewhat limited time to the reflective essay writing. Some students even admitted that they wrote the 1,000-word essay in less than two days when they had returned from the intensive service trip. A lack of devotion of time to writing has been reported as a side effect of journal writing assignments (O'Connell & Dyment, 2011). As writing quality reflective journals is a time-consuming activity, students should be advised on the importance of planning their assignments early enough in the semester and provided with more practical tips regarding meeting deadlines and ensuring the quality of their essays.

From the course administration perspective, assignment submission dates perhaps need reconsideration. Students are given less than a week to reflect on their service experience and submit the assignment. While acknowledging that the assignment submission is in the summer term when students have fewer other academic commitments, the timing of the assignment and the service trip warrants reconsideration in future operations.

Conclusions and Implications for Teaching

The majority of students enrolled in this service-learning subject use English as a second or foreign language. The findings from this preliminary evaluative study demonstrate the benefits of incorporating content-specific academic English language tips for students through interdisciplinary collaboration. It is also evident that a deep level of involvement of disciplinary content teachers is crucial to the successful implementation of content-specific language materials in a disciplinary subject (Chen et al., 2021). Both students and teachers interviewed appraised the opportunities for students to develop intellectually and linguistically due to the implementation of EAC in the continuous academic reflective writing activities. Students reported having benefited from looking at their essays from different perspectives. Comments from content teachers also illustrate the possible impact of the collaboration on content teachers themselves, as one teacher noted that it shaped her perceptions of high-quality academic reflective writing. These findings echo those reported by Chen et al. (2021) in their anonymous survey across four universities concerning how content teachers have benefited from the implementation of EAC in ways such as making use of the EAC materials developed in their marking. At the same time, results from the preliminary

evaluation also suggest the need for a further refinement of the language tips.

We are aware of the need for further evaluation beyond the two-year EAC collaboration described in this chapter. We propose conducting a subject outcome evaluation in the next administration of the service-learning subject. This subsequent evaluation will employ both quantitative and qualitative methods, including a larger-scale student survey; follow-up semi-structured interviews with both students and content teachers; observations of students' reflective activities before, during, and after the direct service; and more systematic analysis of student work produced during the implementation of EAC in the subject (Braun & Clarke, 2006; Cresswell, 2014; O'Connell & Dyment, 2011; Punch & Oancea, 2014). We would hope to gain insights and teaching wisdom, through a methodologically more flexible approach, into the impact of an EAC initiative to enhance discipline-specific academic literacy in a service-learning subject on students' holistic development in real-life problem-based situations.

Acknowledgements

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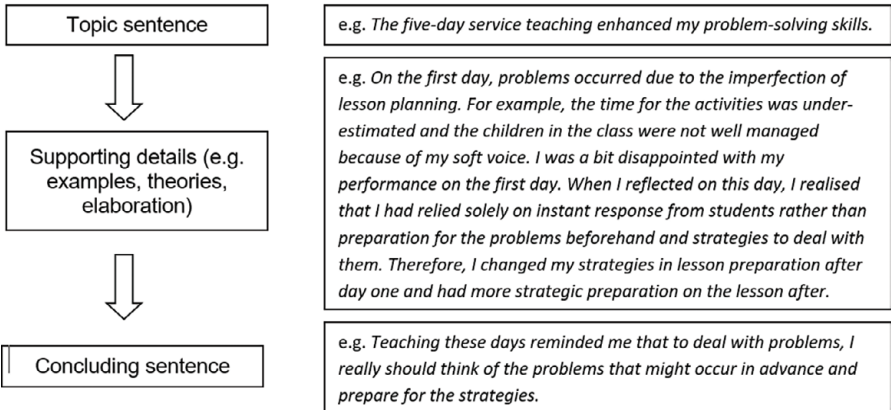
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Appendix A: An Example of the Language Tips

Body paragraphs

The body paragraphs reveal a good variety of your ideas on your chosen topic.
Each of your body paragraphs should follow a clear progression of ideas as illustrated below:

Topic sentence	e.g. *The five-day service teaching enhanced my problem-solving skills.*
Supporting details (e.g. examples, theories, elaboration)	e.g. *On the first day, problems occurred due to the imperfection of lesson planning. For example, the time for the activities was underestimated and the children in the class were not well managed because of my soft voice. I was a bit disappointed with my performance on the first day. When I reflected on this day, I realised that I had relied solely on instant response from students rather than preparation for the problems beforehand and strategies to deal with them. Therefore, I changed my strategies in lesson preparation after day one and had more strategic preparation on the lesson after.*
Concluding sentence	e.g. *Teaching these days reminded me that to deal with problems, I really should think of the problems that might occur in advance and prepare for the strategies.*

Practice:
Write a body paragraph of your reflective essay using the structure recommended.

What is your topic sentence?

What are the supporting details?

What is your concluding sentence?

Appendix B: An Example of the Reflective Journal Checklist

Reflective Journal Checklist

In my reflective journal, the following are included:

☐ I have given detailed information about this personal experience.

☐ I have presented a careful analysis of my personal experience.

☐ There is connection between theory and real life experience.

☐ There is demonstration of self-awareness and learning through this reflection.

☐ The language used is academic and formal.

☐ I have acknowledged all the works (e.g. journals, books, online materials) I used.

☐ There is a reference list at the end.

☐ All the references used in my text are included in the reference list.

☐ My referencing style is consistent (e.g. APA 6th edition).

Appendix C: End-of-Semester Survey for Students (Part related to the reflective journal writing assignment)

1. Did you refer to the English tips provided by the ELC for your assignments?
2. How much time did you spend on the following English tips provided by the ELC?
3. How would you rate the following English tips provided by the ELC?
4. In general, did the above English tips provided by the ELC help you improve the quality of writing Reflective Journal 2 in this subject?
5. The English tips on writing provided by the ELC were not so helpful because …
6. Have you consulted ELC's Writing Assistance Programme (WAP) for writing Reflective Journal 2 in this subject?
7. My writing grade is usually …