

# **The Impact of Reflective Writing Practice on Pre-Service Teachers' Vocabulary Teaching Beliefs**

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## **ABSTRACT**

Vocabulary teaching has been one of the most complex issues in language teaching as natural depth and breadth of vocabulary knowledge poses challenges on the teaching process. This study analyses pre-service teachers' cognition about vocabulary teaching. For the purpose of the study, 10 pre-service teachers were asked to write their plans on how they would teach vocabulary to young learners once they start their professional teaching. Their responses will be qualitatively analysed and emerging beliefs will then be categorised in order to design a short training that aims to provide the pre-service teachers with an opportunity to reflect on their vocabulary teaching beliefs. After the training another set of reflective writing will be collected based on Kirkpatrick and Kirkpatrick's (2008) four levels of impact (Level 1-Reaction, Level 2-Learning Level, Level 3-Behaviour, Level 4-Results). The study will particularly provide detailed information about the impact of this short training on beliefs with reference to these four levels. Through such reflective practices, the researchers aim to show that pre-service teachers' beliefs can be influenced and their knowledge about vocabulary teaching methodology can be developed.