

Reflective Writing in an ESP Classroom: Student-Perceived Impacts

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Abstract: *Productive written communication in English is one of the most valuable assets for professional growth and development in the 21st century. However, writing is reportedly one of the biggest challenges that many ESP students face in spite of the recognized importance of English as one of the major languages of higher education. This paper explores reflective writing practice integrated in the project component of various ESP courses offered at Sultan Qaboos University in Oman, and its student-perceived impacts on meeting their needs, and equipping them with required knowledge and skills. The impacts were examined by analyzing the continuous and post-project student reflections that inquired about their self-perceived views on the process of project development, skills developed, challenges faced and potential solutions. The students were asked to particularly focus on their involvement in research and teamwork, related experiences and skills' development. The results show that reflective writing assignments contribute to developing new insights and perspectives in terms of linguistic advancement in English, enhancement of written communication, and abilities to describe, analyze and evaluate individual performance and make accurate conclusions. Such practice might help in building learning experiences that boost students' abilities to interact in writing, think critically and analytically, and map individual progress.*

Keywords: *reflective writing; English for Specific Purposes (ESP); written communication; linguistic advancement; learning experience;*