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## Reflective Practice For Language Teachers

**Tuesday 5th June 10:00-11:00**

Complementary coffee break after the talk !

**ENROLMENT** If you wish to join us on Tuesday, please mail us at [training@bcn.ihes.com](mailto:training@bcn.ihes.com) to confirm

### Abstract



Gaining teaching experience as a language teacher is not enough to provide automatic professional development, for we do not learn much from experience as much as we learn from reflecting on that experience. Reflective practice generally means that teachers subject their philosophy, beliefs, theories and practices to a critical analysis so that they can take more responsibility for their actions. Reflective practice allows teachers to act in a deliberate, intentional manner. Reflective practice involves teachers systematically looking at what they do, how they do it, why they do it, what the outcomes are in terms of student learning, and what actions teachers will take as a result of knowing all of this information. Thus experience combined with systematic reflection can lead to professional growth so that we can become more effective language teachers.

In this interactive talk I discuss what reflective practice is and how it can be accomplished. By engaging in reflective practice, language teachers can develop the resourcefulness and resilience necessary to face any future challenges and changes in their careers.

### Biodata

**Thomas S.C. Farrell** is Professor of Applied Linguistics at Brock University, Canada. Professor Farrell's professional interests include Reflective Practice, and Language Teacher Education & Development. Professor Farrell has published widely in academic journals and has presented at major conferences worldwide on these topics.

A selection of his work can be found on his webpage: [www.reflectiveinquiry.ca](http://www.reflectiveinquiry.ca)

### Accreditation

