

Reflective Practice in ELT



Thomas S.C. Farrell

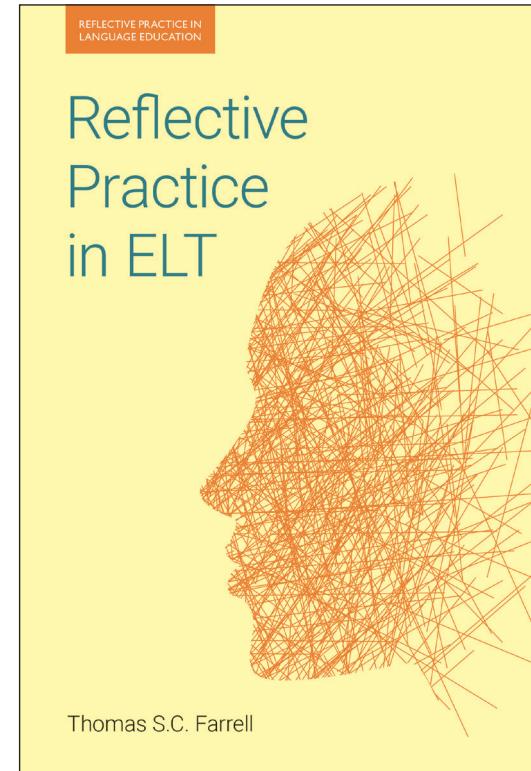
The concept of reflective practice has proliferated over the last few decades in many professions such as medicine, law, business, and education. In the field of education reflective practice has become a very popular concept within teacher education and development programs. The general consensus is that teachers who are encouraged to engage in reflective practice can gain new insight into their practice. There have been similar developments in the field of teaching English to speakers of other languages (TESOL) where reflective practice seems to have also been embraced as an important educational paradigm that should be supported in TESOL teacher education and development programs.

Reflective Practice in ELT is the first book in a new series consisting of several practice-oriented books that introduce cutting-edge research and practical applications of that research related to reflective practice in language education. Written by the series editor, this book acts as an introduction to the series. It discusses the concept of reflective practice in general, outlines the various models and approaches to reflective practice, and gives guidelines on cultivating reflective practice.

Thomas S.C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. He has published widely and has presented at major conferences worldwide on these topics. His webpage is: www.reflectiveinquiry.ca

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