Reflective Writing for Language Teachers

Reflective practice is now seen as a major component of many language teacher education and professional development programs worldwide. One method that has been suggested for language teachers to reflect on their work is by writing regularly about their practice. Reflective Writing for Language Teachers shows language teachers how they can use writing as a way to subject their beliefs and practices to critical reflection and offers them a means of using this type of reflective practice for professional development purposes. When language teachers write about various facets of their work over a period of time, and then read over their entries looking for patterns, that is, seeing their own thoughts, they may uncover aspects of their practice that they had not realized before beginning to write reflectively. Reflective writing develops language teachers' understanding of their practice and also leads to a clarification of the values and assumptions that underlie those practices. Reflective Writing for Language Teachers explores the impact of regular writing as a reflective tool for teachers of English as a second language, other language teachers, and classroom English or language arts teachers. The book begins with a discussion on professional development and then outlines what reflective practice involves. It also addresses such issues as self-reflection, self-discovery through narrative reflective writing, the reflective journal, reflecting on the first and the later years of teaching, reflecting with the aid of teacher development groups, and reflecting for action.



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